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ABSTRACT

The report describes the role and functions of the Great Lakes Region Special Education Instructional Materials Center (SEIMC) from 1966 to 1974 which serves 750,000 handicapped children in Indiana, Ohio, and Michigan. Noted is funding during the first 5 years by the research division of the Bureau of Education for the Handicapped with program emphasis on the development of information systems, instructional resources, delivery systems, and the dissemination of information. A later shift in funding to the education division is reported to have resulted in a shift of emphasis to direct services to handicapped children and their teachers. Discussed are the following project objectives: locating usable child-use and teacher-use materials; developing media and materials information systems; establishing and maintaining instructional development systems, program delivery, and regional SEIMC planning, coordinating, monitoring, and evaluation strategies; collaborating with other SEIMC units, both federal and regional; and developing and delivering regional SEIMC services. Also provided are samples of publications issued to the field, summaries of developed teacher-training kits, and details of workshop strategies and delivery systems. (Author/DB)

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Final Technical Report of the

Great Lakes Region Special Education Instructional Materials Center

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U.S. Department of Health, Education and Welfare
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Abstract

This report presents the role of the Great Lakes Region Special Education Instructional Materials Center during its eight years of operation. Initially funded in 1966, the center, located at Michigan State University in East Lansing, Michigan, was to serve Indiana, Ohio, and Michigan, wherein resided approximately 750,000 handicapped children. During its first five years, the center was funded by the research division of the Bureau of Education for the Handicapped (U.S. Department of Health, Education and Welfare, Office of Education), and was charged with developing information systems, instructional resources, delivery systems, and with disseminating information. A later shift in funding to the education division resulted in a shift of emphasis to direct services to handicapped children and their teachers.

During the length of the project, the following objectives were pursued: locate usable child-use and teacher-use materials; develop media and materials information systems; establish and maintain instructional development systems, program delivery, and regional SEIMC planning, coordinating, monitoring, and evaluating strategies; collaborate with other SEIMC units, both federal and regional; and develop and deliver regional SEIMC services.

The report also provides samples of publications issued to the field, summaries of developed teacher-training kits, and details of workshop strategies and delivery systems.

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Abbreviations Used in this Report

APHB	American Printing House for the Blind
ASEIMC	Associate Special Education Instructional Materials Center
BEH	Bureau of Education for the Handicapped (U.S. Office of Education)
CEC	Council for Exceptional Children
CRC	Curriculum Resource Consultant
CRS	Curriculum Resource Specialist
DES	Division of Educational Services (Bureau of Education for the Handicapped, U.S. Office of Education)
EMDC	Educational Media Distribution Center
FY	Fiscal Year
GLR SEIMC	Great Lakes Region Special Education Instructional Materials Center
IMC	Instructional Materials Center
IRMC	Instructional Resource Materials Center
ISD	Intermediate School District
NCEMMH	National Center on Educational Media and Materials for the Handicapped
RIMCHCY	Regional Instructional Materials Center for Handicapped Children and Youth
SEALMC	Special Education Area Learning Media Center
SEIMC	Special Education Instructional Materials Center
SERRC	Special Education Regional Resource Center
T-T	Teacher-Trainer
USOE	U.S. Office of Education

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Introduction

Handicapped children, in order to receive an education equal to that of normal children, require special materials and media for learning. Meeting the basic educational needs of all handicapped children ultimately depends on the development of systems of delivery of these materials and media, and such systems will necessarily consist of appropriate mixtures of human and material resources.

Put in its simplest form, the eight-year project conducted by the Great Lakes Region Special Education Instructional Materials Center and summarized in these pages was developed to make teachers aware of materials and to help them use the materials most effectively.

The Problem

Ensuring that handicapped children's special learning needs are met has been a problem for years because of the inadequacy, insufficiency, or complete lack of:

1. Usable materials for teaching—they were either difficult to locate, unadaptable, or nonexistent
2. Teachers trained in the use of media
3. Collections of appropriate materials at local levels
4. Information directing teachers to material available to them
5. Material-related services rendered to state departments of special education and similar agencies

Although state departments of special education and other public and private agencies charged with the responsibility for the education of handicapped children recognized the problem, they required both fiscal and manpower assistance to overcome it. They needed assistance in: (1) developing intrastate networks of state and local associate special education instructional materials centers (ASEIMCs) that would be close geographically to handicapped users of media and materials; and (2) providing specified, direct services to handicapped children and their teachers.

As early as 1963, the U.S. Office of Education (USOE) recognized the problem of insufficient and inadequate instructional materials for and related services to handicapped children, their parents, teachers, and administrators. It began to mobilize a federally sponsored network of regional special education instructional materials centers (SEIMCs) that would lend assistance to state departments of special education and other agencies to resolve the problem. The Great Lakes Region SEIMC (which was first designated by other names—see page 4) was one of these centers.

Goals and Objectives of the U.S. Office of Education Bureau of Education for the Handicapped

The goal of the United States Office of Education (USOE), Bureau of Education for the Handicapped (BEH) is that by 1980 all of the nation's handicapped children and their teachers will be served by an adequate number of relevant instructional materials and media-related services.

The objective of the USOE-BEH was, and is, to establish and maintain a federal network of regional special education instructional materials centers and related service centers, funded annually through a

foundation grant, that would collaborate with and lend assistance to state departments of special education and other agencies to:

1. Provide for the development of needed instructional materials for handicapped children
2. Train teachers in materials and media use
3. Ensure a system of information about the availability of instructional media and materials for handicapped children
4. Ensure a system of delivery of materials to be used by both children and teachers ("child-use" materials and "teacher-use" materials)
5. Provide state departments and other agencies serving handicapped children with other media and material-related services specifically requested by them, as needed
6. Assist state departments of special education and other agencies in developing intrastate networks of state and local associate special education instructional materials centers and related services

These objectives are detailed in the federal "Workscope and Menu for the Instructional Materials-Media Network (IMC/RMC/NCEMMH/EMDC)," which was developed by the federal project manager, presented to state directors of special education, and distributed to SEIMC network directors in early 1973. The "Workscope" was to serve as a guide for the preparation of network SEIMC fiscal year (FY) 1974 proposals. The "Workscope" appears on p. 3.

Network applicants for continuing federal foundation grants were advised that the five areas in which efforts would be funded in FY 1974 were designated by roman numerals I-V of the "Workscope":

> Areas I thru IV are optional in any one regional center and are part of a national network's composite work in behalf of handicapped children. Area V is required of each regional center in the interest of the client-states in each region. The proportioning of funds and activities among the five headings (and sub-headings) is left to the grantee's discretion. This permits extent and balance of regional center activities to reflect the talents of staff, resources of grantee institution, and needs of the region. If the sum total of proposals show great imbalance or voids in total program scope delivery, the future requirement of activity other than area V may be a necessity to balance the network's national program. Exchange of proposal development plans (facilitated by the network office while proposals are plastic) will allow interlocks and balancing efforts. cooperation to this end is urged.
>
> Intrastate activities (area V) will be conducted in the manner which reflects the state's priorities and plans (as opposed to regional center or federal plans being accepted or endorsed by states). Even so, no intrastate activity which is not within the scope of the network's program (see areas I thru IV) will be conducted by a regional center. . . . In no case should the area V work consume more than 30% of the direct costs of any regional center's budget. . . .
>
> "National" members of the network (NCEMMH, CEC ERIC Information Center, and APHB) will derive their proposal workscope from "N" items in areas I thru IV and not address area V. The Network Office proposal workscope will be derived by the grantee for those facilitating and process-oriented (as opposed to program-oriented) activities which can assist the network in delivering its program for materials-support phases in the education of handicapped children.[1]

In many respects, the "Workscope" may be viewed as the culminating document of services developed and provided by SEIMCs to state departments of special education and other agencies during the previous seven years of the network.

Towards the Resolution of the Problem

The Development of the Great Lakes Region SEIMC

Having begun modestly with two regional SEIMCs in 1963, the USOE, through its Bureau of Education for the Handicapped (BEH), had assembled by 1972 a total of thirteen regional SEIMCs, four regional media centers for the deaf (RMCs), the Information Council for Exceptional Children (CEC) (an educational resources information center clearinghouse), the Instructional Materials Reference Center at the American Printing House for the Blind (APHB), and a National Center on Educational Media and Materials for the Handicapped (NCEMMH). This special education network was funded by the USOE-BEH, managed by a project officer, and served by a network coordinating office and several federal project officers. The network was charged with the responsibility of collaborating with member units, state departments of special education, and other agencies to: (1) provide for the development of needed instructional materials for handicapped children; (2) train teachers in the use of media; (3) ensure an information system on available instructional materials and media for handicapped children; (4) ensure a delivery system of child-use materials and teacher-use media materials; and (5) provide state departments with other media- and materials-related services specifically requested by them as needed.

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[1] "FY '74 Definition of SEIMC/RMC/NCEMMH Workscope," prepared by Malcomb Norwood, Chief, Media Services and Captioned Films, DES, BEH, USOE.

Workscope and Menu for the Instructional Materials-Media Network (IMC/RMC/NCEMMH/EMDC)*

Area I INSTRUCTIONAL MATERIALS DEVELOPMENT (child-use materials)

N I A Identify needed materials and prioritize needs.
N I B Make needs known to commercial and non-commercial materials developers.
R I C Locate usable materials which exist and fulfill identified needs.
R I D Adapt existing, but unusable, materials which fulfill needs.
R I E Develop unavailable and needed materials to fulfill needs.
R I F Field test new and old products for effect on learner.
N I G Enter tested products into the distribution systems for materials.

Area II MEDIA, MATERIALS, AND EDUCATIONAL TECHNOLOGY TRAINING (teacher-use)

NR II A Identify media, materials, and educational technology training needs.
NR II B Make needs known to pre- and in-service training institutions and agents.
R II C Locate usable media-training materials which fulfill needs.
R II D Develop unavailable and needed media-training materials to fulfill needs.
NR II E Collect, classify, and loan media-training materials.
NR II F Develop information base on media-training programs and materials.
NR II G Respond to inquiries by matching training needs to training sources.
NR II H Operate a national non-print media-training library (for use by professionals, para-professionals, training institutions, parents, and intrastate agencies).

Area III MEDIA AND MATERIALS INFORMATION SYSTEM (child-use materials)

R III A Identify and classify instructional materials for handicapped children.
R III B Evaluate materials by standard criteria and recommend usage.
R III C Describe materials and encode descriptions for data base entry.
N III D Develop and maintain machine-readable data base.
N III E Produce catalogs, bibliographies, and profile-matching materials lists.
NR III F Operate search/retrieval facility to respond to materials-inquiries.
NR III G Maintain source file for materials in data base as part of data base.
N III H Match source-of-demand with appropriate source-of-supply systematically.
N III I Maintain inventory records including demand, circulation, reaction information.

Area IV MATERIALS DELIVERY SYSTEM (child and non-print teacher materials)

NR IV A Acquire materials included in the information system.
NR IV B In-process (accession processing materials and place in depositories).
NR IV C Maintain materials-collections in interacting depositories.
NR IV D Ship, within loan rules (upon order by registered user) materials.
NR IV E Check in returns, collect overdues, negotiate claims, re-shelve.
NR IV F Repair, replace, and rejuvenate materials.
NR IV G Maintain booking system, usage records, and added print requirements.
NR IV H Account for any funds involved in usage charges.

Area V REGIONAL–STATE PROGRAM DELIVERY (decided by client-states within region's limit)

R V A Associate center (local service center stimulation or development).
R V B Assistance in state planning for intrastate materials service.
R V C Consultation on educational technology or special education materials usage.
R V D Participation in media and materials conferences and workshops.
R V E Dissemination of materials-information through state director's office.
R V F Reinforcing state staff in media, materials, and educational technology.

[AREAS I-IV optional in any one center; area V compulsory. All Area V activities negotiated state-by-state prior to proposal submission. Proposals to include "state plans" for each state planned with the state. Equitable effort across all states should be attempted.]

N = National, whether by one center or by a consortium of centers.
R = Regional, by one or more regional centers working in complementary fashion, or intra-regional.

*Prepared by SEIMC Project Manager, Paul Andereck.

The need for state and local SEIMC services in the Great Lakes region was documented by the three Great Lakes region state directors of special education in their state plans for programs for and services to handicapped children and their teachers in Indiana, Michigan, and Ohio; by the letters to the director requesting services; by the letters from coordinators of ASEIMC programs; and by the federal "Workscope" in general.

The Great Lakes Region SEIMC was initially funded to the present director on June 1, 1966 as a regional segment of the then newly established federal network. Designated to serve the highly populous states of Indiana, Ohio, and Michigan, wherein resided approximately 750,000 physically, emotionally, and mentally handicapped children, the center was located at Michigan State University. It was known first as the USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth (USOE/MSU RIMCHCY), then as the USOE-MSU Regional SEIMC, and for the final year of the project as the Great Lakes Region SEIMC.

During its first five developmental years, the Great Lakes Region (GLR) SEIMC was funded by the BEH Research Division and was given the goals of (1) information system *development*, (2) information *dissemination*, (3) instructional resources *development*, and (4) delivery systems *development*. During the final three years, funding was provided by the BEH Educational Services Division, and emphasis was to be on direct services to handicapped children and their teachers. The shift of support for the SEIMC within the BEH from the Research Division to the Educational Services Division was a significant one; it marked the turning point from development, experimentation, and demonstration to an exclusive focus on delivery of specified and limited services to handicapped children and their teachers.

In total and throughout the eight years of the project, the GLR SEIMC pursued with varying emphases the following objectives:

1. Locate usable *child-use materials*, adapt specified existing child-use materials that were previously unusable by moderately and severely handicapped learners, develop specified unavailable but needed child-use materials, and field-test specified new and adapted materials (above) for their effects on moderately and severely handicapped learners.
2. Locate usable *teacher-use materials* on media, materials, and educational technology, adapt specified existing teacher-use materials that were unusable by teachers of moderately and severely handicapped learners; develop specified unavailable but needed teacher-use materials; and field-test specified new and adapted materials (above) for their effectiveness when used by teachers of moderately or severely handicapped children.
3. Develop a *media and materials information system* on the basis of the identification and classification of instructional media and materials for handicapped children and their teachers, administrators, parents, and others; describe materials and encode descriptions for data base entry; develop and maintain a machine-readable data base; produce catalogs, bibliographies, and profile-matching materials lists; operate search/retrieval systems to respond to materials-related inquiries; maintain a source file for materials in the data base; match source of demand with appropriate, systematic source of supply; and maintain inventory records pertaining to demand, circulation, and users' reactions.
4. Establish and maintain a *materials delivery system* designed to accommodate the region; acquire materials included in the information system; process the materials and place them in a central depository at the regional SEIMC; maintain the materials; ship materials to designated users; check in returns; re-shelve, repair, replace, and rejuvenate materials; maintain a booking system, records of use, and add printing requirements; and evaluate on a continuing basis the effectiveness of the operation as perceived by the users.
5. Establish and maintain a *regional-state program* delivery, designated by each collaborating state department of special education and other agencies; assist in the planning and implementation of intrastate networks of state and local ASEIMCs; consult on educational technology or on the use of special education materials; arrange and/or participate in media and materials conferences and workshops; disseminate information about materials through state directors and other agency offices; and reinforce public and private staff understandings in media, materials, and educational technology.
6. Establish and maintain *regional SEIMC planning, coordinating, monitoring, development, and evaluation strategies* to provide responsive regional leadership that is based on the participation and input of the three collab-

orating state departments of special education and other agencies.

7. Participate and collaborate with other regional SEIMCs, other units of the federal network, and the USOE-BEH federal project manager to ensure equal information input, exchange, coordination, and delivery of the intended program.

The Development and Delivery of Regional SEIMC Field Services

The most compelling need of the GLR SEIMC was to secure early cooperation from the state directors of special education in the three-state region to *develop a regional plan* that would include three SEIMC-related intrastate networks of state-sponsored instructional materials services for teachers of handicapped children. The regional plan would assist the state directors in facilitating *their state plans* for improving the learning of their handicapped children through collaboration with the SEIMC.

An early priority was to establish at the SEIMC a *central repository* of instructional materials for examination by regional teachers, use by handicapped learners, demonstration and practice in teacher in-service education workshops, and as a basis for an information retrieval system featuring fast computer search service to regional teachers.

Each of the three state directors of special education of the region registered early interest in the federal plan and entered eagerly into cooperative subcontractual arrangements with the Great Lakes Region SEIMC to establish in each state department the position of *state associate special education instructional materials center (ASEIMC) coordinator*. The coordinator's purpose was two-fold: (1) he or she would assume responsibility for working with the state director and regional SEIMC staff to develop and implement a state plan, and (2) he or she would serve as a liaison with regional SEIMC personnel to plan ways to meet the regional needs common to all three state departments. Likewise, the regional SEIMC established the position of regional field services coordinator to work directly with state department directors and coordinators.

Subcontracts with the Ohio and Indiana state departments provided regional SEIMC support for approximately half of the costs of the positions of state ASEIMC coordinator for the first year; one-quarter of the support for the second year; and no fiscal support for the positions that would continue thereafter. (See Appendix A, pp. 3-36, for the subcontractual agreements.) The Michigan Department of Education funded independently the full-time position and concomitant costs.

As a result of these agreements and the successful efforts of state department directors and ASEIMC coordinators, each of the three states of the region developed unique plans and set about implementing them with SEIMC assistance. Each state plan called for an intrastate cadre of in-service educator/consultants: in Michigan, ASEIMC personnel were known as curriculum resource specialists (CRSs) and curriculum resource consultants (CRCs), each of which was a state-certified and reimbursable position; Ohio ASEIMC personnel were called instructional resource materials center coordinators (IRMCs); and Indiana referred to ASEIMC professionals as teacher-trainers (T-Ts). (See pp. 14 and 16 in chapter 2. See also Appendix B, pp. 129-51, for copies of the state's plans.)

The Indiana plan called for the establishment of a state instructional materials and resource center at Butler University in Indianapolis to serve eighty-one Indiana counties, a satellite at St. Francis College in Fort Wayne to serve an additional twelve counties, three university-based resource centers, and five regional consultants located in the five state regional offices, also designated as teacher-trainers.

The Michigan plan established special education area learning media centers (SEALMCs) within each of the twenty Title III regional education media centers, and employed twenty CRSs and thirty-five to sixty CRCs to serve all of Michigan.

Ohio completed a network of fifteen special education regional resource centers (SERRCs) to serve all handicapped children in the state.

In the early days of funding, the GLR SEIMC provided direct services to teachers of handicapped children to assist the state departments in getting needed services underway. This practice, however, was discontinued because the large numbers of teachers, administrators, and handicapped children in the highly populous region, together with the newly established state plans, made it redundant and inappropriate. The state department directors, ASEIMC coordinators, and their intrastate in-service educator/consultant personnel suggested that the GLR SEIMC could best serve them by assisting them at each level to develop greater skill in (1) conducting workshops, (2) consulting with teachers, and (3) providing the content for workshops. So, in 1969, with the help of the state department coordinators, the GLR SEIMC realigned its resources to emphasize in-service education of teacher-trainers. There were two aspects to this new emphasis: (1) the development of "stand alone" kits to be used in instruction, and (2) the actual instruction of ASEIMC teacher-trainers (in-service educator/consultants) in needed skills. The kits, designed to be used by the GLR SEIMC staff to instruct

the teacher-trainers were, in turn, to be used later by the teacher-trainers themselves in workshops that they would conduct for local teachers of handicapped children. Thus, it was at this point in the project that the philosophy of the "multiplier effect" was conceived and adopted.

Workshops designed and sponsored by the GLR SEIMC for state-designated teacher-trainers were subsequently held in each of the three states; follow-up and state-sponsored workshops for local teachers were then conducted by those teacher-trainers. The kits developed by the instructional materials center were field-tested on the teacher trainers. Time was then allowed for kits to be revised and refined prior to their duplication for use by teacher-trainers in local instruction. Finally, the kits were reproduced and copies were sent to each of the other federally sponsored regional SEIMCs for local teacher-trainers' use in other regions. This model, with refinements, continued to operate through FY 1973: ASEIMC coordinators designated by state departments received training in newly developed instructional kits and personal follow-up and assistance from the GLR SEIMC field services coordinator. Both the GLR SEIMC and ASEIMC teacher-trainers conducted studies on the effectiveness of the strategy. (See chapter 3.)

From the beginning, the *GLR SEIMC field services coordinator* maintained the first line of contact with the state departments and the ASEIMCs within the three states. The GLR SEIMC field services coordinator planned trips to each state to coincide with state department staff meetings; was familiar with each of the regional comprehensive state plans and goals; and collaborated with each of the state department coordinators and consultants in planning for each intrastate network. She held meetings with and for state department consultants or ASEIMC in-service educator/consultants and attended ASEIMC meetings to help them attain their goals.

Information Dissemination: Publications

Augmenting the establishment of ASEIMCs, personnel training, and consultant services was a plan for *information dissemination through publications*. Beginning modestly with an information brochure on the federal intent for services, the publications evolved and kept pace with the needs in the field and were modified in content, target audience, and numbers disseminated as purposes and goals of the project changed.

Initially, the publications effort of the GLR SEIMC focused on informing regional teachers and administrators about the new services that would result from fulfillment of the federal network objectives. Using a professionally prepared, colored, bi-fold brochure, the SEIMC detailed its geographic area and the services that were available to teachers, administrators of special education programs, and other agency personnel with interests in and responsibilities for handicapped children. The brochure was mailed to approximately 13,000 personnel in the region. (See p. 58 of chapter 2. See also Appendix B, pp. 375-76, for a copy of the brochure.)

Concurrent with the preparation and mailing of the SEIMC information brochure, a newsletter was developed. This newsletter, entitled "What's New?" provided relevant information about instructional materials, methods of using media and materials, the development of materials, and other areas of interest to the teacher and administrator. The newsletter was mailed quarterly to the more than 13,000 field practitioners of the tri-state region. (See p. 59 of chapter 2. See also Appendix B, pp. 377-82, for a copy of "What's New?")

Both the newsletter and the information brochure were discontinued after three years of use when state departments of special education were ready to disseminate their own information. To assist the state departments in information-gathering, the GLR SEIMC developed a single-page flier called "News Notes," published at least twice monthly and directed to the attention of state department and ASEIMC personnel of the region. Included in this limited mailing were institutions involved in teacher training. The flier provided briefs which could in turn be used by the recipients in their own newsletters. (See p. 60 in chapter 2. See also Appendix B, p. 383, for a copy of "News Notes.")

At the very outset, the Great Lakes Region SEIMC professional staff were encouraged to write articles for publication, addressing themselves, within their area of expertise and interests, to the concerns expressed by teachers and network personnel. The professional staff writings are contained in a complete inventory of publications. These publications were made available through all ASEIMCs, at the SEIMC central repository, and at in-service education workshops. (For a list of available SEIMC documents see Appendix B, pp. 213-14.)

The "Idea Series" featured instructional materials developed or suggested by teachers and was made available to teachers and journals on a card for filing or for reproduction in a journal or at workshops. It is noteworthy that the CEC journal *Teaching Exceptional Children* adopted the format and idea as a regular journal feature. (See p. 50 of chapter 2. See also Appendix B, pp. 355-72, for materials involved in the series.)

The "Collector's Bag" consisted of selections from information packets received periodically, which were pertinent to teachers. It included items such as new materials on the market, tips on making filmstrips and slides, and articles from various publications appropriate for teachers in special education. (See p. 63 of chapter 2. See also Appendix B, pp. 397-410, for a copy of "Collector's Bag.")

"Teacher Training News" was a one-page news publication that provided information about books, articles, research studies, conventions, and materials directly applicable to teacher trainers. (See p. 61 of chapter 2. See also Appendix B, pp. 390-91, for a copy of "Teacher Training News.")

Media and Materials Information System

From the beginning, the GLR SEIMC set about developing a base of information in the central repository about instructional materials and useful practices in the education of handicapped children. The information base was designed to be tapped by computer searching. Previously developed computer programs could be used to answer pertinent questions of teachers and others working with handicapped children. The computer-based system allowed the GLR SEIMC to develop and demonstrate to the teacher-trainers, teachers, and related agency personnel a system of listings of available instructional materials as well as abstracted (descriptive) information regarding instructional materials, such as curriculum adaptations, curriculum guides, research studies, special teaching aids, professional literature, and specific instructional materials. The GLR SEIMC operated this information system through FY 1973, discontinuing it when it became apparent that the demonstration of the system was complete. A manual of operation was employed for the duration of the project and until a network-wide system could be adopted.

The computer program used by the center for information retrieval was known as the Basic Indexing and Retrieval System (BIRS). This particular system, developed earlier by an MSU researcher for the USOE, used natural language as opposed to symbolic designations. It was developed in such a way as to be (1) maximally independent of the machine; (2) adaptable for use in relatively restricted central collections of information as represented by the SEIMC; (3) usable for the production of abstract catalogs with indexes; and (4) usable for automated searching. As planned, the system was used to (1) automate the retrieval functions of the SEIMC; (2) store abstracts; (3) generate indexes; (4) prepare a central collections listing (catalog) containing abstracts of GLR SEIMC holdings with author, title and subject indexes; and (5) fully support a reference searching service permitting distant users to query the Great Lakes Region SEIMC abstract file for information relevant to media and media use. The instructional materials were both purchased and obtained free of charge. (See p. 97 in chapter 2. See also Appendix B, pp. 413-16, for a copy of a BIRS printout.)

Through an abstracting procedure developed by the GLR SEIMC, a professionally prepared abstract was written for each acquisition and entered on an information file tape via punched cards. The abstract contained descriptive information, indexing terms, and bibliographical information. The information file tape included a written description of each piece of material in the SEIMC central repository. At the completion of the demonstration in FY 1973, the GLR SEIMC circulated more than 6,000 separate instructional materials, all of which were available through the information retrieval system as units of information to the inquiring patron. This activity required the continuing purchase of instructional materials for abstracting purposes, as well as the circulation of the materials themselves to meet requests of users. (See p. 24 of chapter 2. See also Appendix B, pp. 215-38, for a copy of the "Abstractor's Manual.")

Following the development and implementation of procedures for acquisition of materials, and for the storage of information pertinent to those materials, a plan was conceived to serve the teacher and administrator of handicapped children directly upon request. The system, known in the GLR SEIMC as the Question/Answer Service, was inaugurated in January 1968, some 19 months after initial funding. The service was offered at no charge to Great Lakes region special educators. Later, a selective information service was developed pertaining to instructional media and practices in the instruction of (1) deaf-blind, (2) visually handicapped, and (3) multiple-handicapped children throughout the nation. The latter service was provided to national educators through their regional SEIMCs. The service was augmented by catalogs and indexes providing information on the instruction of each of these types of severely handicapped children.

The Q/A service was made easy to use by the development of a checklist that the teacher could use to ask a question. The checklist directed the field user to specify (1) the scope of information desired, (2) his/her intentions for the use of the information, (3) his/her expressed professional and instructional concerns, and (4) the instructional problems involved. Briefly, the checklist required an expansion of four basic informational ingredients: (1) type of material, (2) curriculum or interest area, (3) area of exceptionality, or (4) age, grade grouping, or level. Upon receipt of the completed checklist at the GLR SEIMC, the ques-

use materials. Whereas the network regional media centers for the deaf had made an appropriate, concerted effort over the years to develop needed and useful visual learning materials for pupils handicapped by nonusable hearing channels, no conscientious companion effort had been made to ensure the availability of needed and useful auditory learning materials for children handicapped by nonuseful visual or visual-perceptual channels. Encouraged by the regional state directors of special education to develop auditory learning materials for all types of handicapped children, in 1974 the GLR SEIMC focused exclusively on the development of media and materials in this area. Moreover, because of the network's wider interest in addressing this need, the GLR SEIMC developed the idea and provided leadership and staff for a network Consortium on Auditory Learning Materials for the Handicapped.

Organization and Staff of the GLR SEIMC

The GLR SEIMC was organized into three units: the administrative unit, field services unit, and media and materials development unit, and during the past year, a consortium. The administrative unit was comprised of the director, operations coordinator, and secretary; the field services unit with a field services coordinator, librarian/consultant, field services technician, and two clerks; and the media and materials development unit with a coordinator, materials specialist, media specialist, three graduate assistants, and a technician. The Consortium on Auditory Learning Materials for the Handicapped was comprised of a GLR SEIMC coordinator; two graduate assistants; a secretary; and members from nine other SEIMCs, regional resource and regional materials centers, and the National Center on Educational Media and Materials for the Handicapped.

The staff of the GLR SEIMC was always kept to a few in number who were selected for specific competencies, productiveness, creativity, and ability to work as members of a team. Each key person, whether full- or part-time, needed to possess self-starting and management abilities in addition to planning, developing, and coordinating skills. (See Appendix A, pp. 37-40, for organization charts of the GLR SEIMC; pp. 41-74 for vitae of the staff; and pp. 75-97 for job descriptions of the positions.)

Physical Space of the GLR SEIMC

The Great Lakes Region SEIMC was comprised of about 3,650 square feet of first- and second-floor space in the College of Education (Erickson Hall) on the campus of Michigan State University. The field services unit, comprised of the *central repository*, demonstration laboratory, and staff offices was located on the first floor, contiguous with the college's Instructional Resource Center; the administrative unit and media and materials development unit were located on the second floor in approximately 1,500 square feet of space.

Comprising approximately 1,300 square feet, the field service unit's central repository of media and materials provided seating and study space for 20 persons. Included in the area were offices for the field services coordinator, librarian/consultant, and support staff. An area was also provided for special uses, such as carrels for preview and examination of materials, microfilm reproduction, and others. The *demonstration laboratory*, an adjacent multipurpose carpeted room of approximately 840 square feet, housed media development and production equipment such as a heat press, Thermofax, deep-mold Vacuum Former, Thermoform Braille Duplicator, as well as equipment necessary for demonstrating, evaluating, and experimenting with instructional materials and audio-visual aids. Tables and seating for approximately 25 people were included in this area.

Network Collaboration

At the time of initial funding, the GLR SEIMC was asked, along with the American Printing House for the Blind Reference Center and the Illinois Regional SEIMC, to give special attention to the needs of teachers and administrators serving visually impaired children. To this end, a number of independent and collaborative ventures were undertaken. An example was the information retrieval service for teachers in the area of the visually handicapped, blind/deaf, and multicapped blind provided by the MSU regional center to all 13 regional SEIMCs of the federal network. (See pp. 105-6 of chapter 2 and Appendix B, pp. 424-31.) Another was the unique collaboration with the BEH training division and the Michigan School for the Blind: the GLR SEIMC revised the Barraga materials for improving low vision efficiency; the Michigan School for the Blind field-tested them; through BEH training division funds, the materials and methods were passed on to teacher-trainers of a five-state region designated by the state departments; and the materials were made available to the nation's visually handicapped children through the regional SEIMCs of the federal network. Still another example was the three-way collaboration among the American Printing House for the Blind, the Illinois SEIMC, and Great Lakes Region SEIMC to develop and produce a training kit on the use of the Henderson-Umsted braille

reading materials: the GLR SEIMC developed training kits in the use of the materials; the American Printing House for the Blind reproduced the materials; and the Illinois SEIMC arranged for the field tests of the materials with Illinois teachers of visually handicapped children. These and other similar products can be found in chapter 3.

The Great Lakes Region SEIMC continually provided staff and fiscal resources to refine a viable federal network delivery of regional services to state departments of special education and other agencies. Key GLR SEIMC staff members contributed productively to the wider network throughout the years and provided helpful leadership, enthusiasm, and loyalty to the mission. Furthermore, in all areas of development—whether materials, delivery systems, information systems, or others—the broad goals of the Bureau of Education for the Handicapped and the specific objectives of the several divisions within the bureau were monitored continually and provided the changing bases for decisions with state departments. This is reflected best, perhaps, in the listing and descriptions of the Great Lakes Region SEIMC products, which will be detailed in the next two chapters of this report.

2

Field Services

The field services unit has been an integral part of the Great Lakes Region Special Education Instructional Materials Center since its inception. In the beginning stages, the project director assumed the sole responsibility for contacting and planning with the three state directors of special education. The field services coordinator was then more concerned with providing the center's services directly to local school districts and teachers of handicapped children. During this phase, a staff person was hired by each state to coordinate activities related to instructional materials centers (IMCs) and to serve as a liaison with the regional center. Indiana and Ohio entered into a contractual agreement with the regional center and the center agreed to assume financial responsibility for these two persons. Michigan, on the other hand, did not request financial assistance, but did, however, appoint a staff member to serve as field consultant within the state. The regional field services coordinator subsequently planned, assisted, and conducted workshops for teachers in cooperation with these three state field consultants. (For the proposal to establish field consultant services in state departments of education and a resumé of a field consultants' conference, see Appendix B, pp. 101-15.)

As a result of regular planning meetings between the regional center director and the three state directors, plans for networks of local IMCs gradually evolved in the states. The director studied each state's delivery system of services and offered suggestions relating to their development, implementation, and operation. As each state became more committed to the plan, the state director and state field consultant, with the consultative assistance of the regional center staff, formulated plans on the basis of each state's individual needs and set forth to implement these plans.

By 1969, the states had assumed financial responsibility for state field consultants. The regional center no longer needed to provide direct services to teachers; but rather it stressed cooperative work, focusing on assistance with each state in meeting the needs of handicapped children in their specific areas. The field services coordinator, along with the project director, met individually with each state director approximately two times per year. During these meetings, future plans were formulated and previous activities and outputs were reported, discussed, and evaluated. These meetings also provided each state director with the opportunity to express his concerns and needs as related to his state's delivery system and to learn how these would be met by the regional center.

The field services coordinator continued these monthly meetings with the state directors and/or their designated staff members to plan, implement, and evaluate regional center services in support of each state plan. She participated in division staff meetings to keep abreast of legislation and other developments in the education of handicapped children in each state and in special state department committees, such as the Michigan Developmental Learning Committee, special study institute planning committees, etc., and served as the liaison person between the regional center and the field. She was charged with *all* center activities related to the field, which included making all arrangements for the involvement of other regional center staff in field-related activities. The field services coordinator was also charged with the formulation of a yearly schedule of in-service workshops for each state department of education. Along with implementing the state plans and identifying respective staff, the field services coordinator became more heavily involved in assisting local personnel, always in cooperation with the state department liaison staff member, to implement, conduct, and evaluate IMC-related activities.

The regional center library has been a key factor in the field services unit. From the start of the center's operation in 1966, one of the primary goals was the development of an instructional materials collection for

loan to special educators and handicapped children within the tri-state service region. To facilitate the efficient dissemination of materials, an elaborate information retrieval system was developed, using the Basic Information Retrieval System (BIRS). This innovative system proved so effective that it later was adopted as the model for several other regional centers in the network and by the CEC Information Center for a nation-wide service.

As the information retrieval and dissemination components of the center developed and stabilized, the role of the center's information specialist evolved to include a variety of consultative responsibilities. Consultative services provided to associate instructional materials centers focused on the areas of center organization, administration, materials selection, cataloging, classification, dissemination, and public relations.

In addition to providing services to the three states in the region, the professional staff of the unit also served on several national committees and task forces and as officers of national organizations, such as the Association for Special Education Technology—which is indicative of the respect granted the staff by the national network as a whole. The many visits and phone calls from other member IMC/RMC units are further evidence of the staff's expertise.

At this juncture, it should also be noted that the field services coordinator served as the secretary of the national field services coordinators group and edited the *Field Services Bulletin* in an attempt to improve communications among the national IMC/RMC field units.

To become better informed and to keep abreast with current trends for consequent dissemination to the three state departments, the professional staff of the unit participated in national conferences such as the Project Life Conference, the Title I Conference, the RMC Symposium, and the Low Vision Conference (Institute on "Training Techniques for Utilization of Low Vision.")

To avoid duplicating services provided by federal projects, the field services coordinator visited several federal programs servicing the region and planned cooperatively with them in providing specific services to the states within the specific area. Examples of such arrangements include the cooperation between the Midwest Regional Materials Center for the Deaf and the GLR SEIMC, whereby workshops were conducted by the RMC staff in the region and GLR SEIMC staff members participated as planners and instructors. Another example was the 1974 Bi-State Workshop sponsored by the GLR SEIMC, in which the staff of the Center for Innovation in Teaching the Handicapped conducted a segment of the activities. (For some summaries of the field consultant's most recent activities, see Appendix B, pp. 117-27.)

The following pages briefly describe the various activities of the field services unit throughout the project's history. The activities have been categorized into "kinds" rather than "time" of occurrence. Preceding each section is a brief overview of those activities. On each product sheet the staff member primarily responsible for the product is noted along with a picture of the product, a description of the product, frequently a reference to a copy of the product in Appendix B, and suggestions and recommendations for future disposition of the product.

Consultations

All activities of the field services unit centered around consultations with the three state directors of special education, state department liaison personnel, and associate SEIMC personnel. None of the other activities would have resulted had it not been for the involvement of the state departments in planning with the regional center.

STATE DEPARTMENT CONSULTATIONS (1968)

PRODUCT COORDINATOR: LOU ALONSO

Center Director met with each state director of special education and urged each to submit a plan for the development of a state-wide SEIMC system.

The purpose of the meetings were to provide consultative and technical assistance to each state director in the drafting of a state IMC plan.

Each state submitted a draft for the implementation of a state-wide SEIMC system.

State directors became more involved in the development of state IMC plans; continued support and assistance of the Regional Center Director would facilitate the implementation of each plan.

See Appendix B, pp. 129-51 for the state plans of Ohio, Indiana, and Michigan to develop instructional materials centers.

FIELD CONSULTANTS FOR EACH STATE (1967-68)

PRODUCT COORDINATOR: LOU ALONSO

Met with each state director of special education and in cooperation with each provided a field consultant for Indiana and Ohio to carry out services in those two states.

To inform each state director of the services available to special educators within the state; to cooperate with state directors in Indiana and Ohio to provide a field consultant for Indiana and Ohio to be coordinated by the Regional Center and based in each state department to carry out the services of the center.

Resulted in increased cooperation, planning and involvement of state directors; addition of field person increased communication and availability of services to special education personnel within each state.

Increased involvement of each state director encouraged each to work toward developing individual state-wide Instructional Materials Center system. Recommended that state directors remain actively involved in planning for continuing proposal.

STATE DEPARTMENT CONSULTATIONS (1969-PRESENT)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

Conferences with three state directors.

The purpose of the meetings were to refine state Instructional Materials Center plans and to assist in the implementation of a state-wide Instructional Materials Center system.

First stages of each state's Instructional Materials Center system were implemented.

Regional Center Field Services Coordinator should keep in close contact with state directors and state department liaison person to provide continuing support in the development of each state's system.

Copies of the state plans can be found in Appendix B, pp. 129-51.

DEVELOPMENT OF NETWORK OF LOCAL DISTRICT IMCs IN MICHIGAN (1967-68)

PRODUCT COORDINATOR: DENISE VAN AKEN

Consultations with local Title II centers to secure agreements as needed in order to provide services and conduct evaluation studies.

To establish working relationship with local Instructional Materials Centers and to provide Regional Center Services to special education personnel in the state of Michigan through these Title II centers.

Centers were established and in-service workshops were conducted for the local personnel by the Regional Center staff in cooperation with each local center.

Assistance of this nature led to improved communications between the Regional Center and the field and facilitated the further development of the local centers.

See Appendix B, pp. 153-93 for the Title II ISD-IMC plan and for materials from a training conference for Title II IM specialists.

VISITING DAY PROGRAM (1966)

PRODUCT COORDINATOR: DENISE VAN AKEN

Groups of administrators, teachers and university students within the three state service region visited the center for specific investigation, examination, selection and use of instructional materials.

The purpose of the visiting day program was to allow professionals who are involved in the education of handicapped children within the three state area to have an opportunity to become acquainted with the regional center staff; to become familiar with the services offered by the center and to learn how to obtain access to those services.

The number of Visiting Day Programs increased as the year (project) progressed, indicating a high degree of interest in the services offered by the center.

On-site visits to the center by patrons made more of an impact than printed information. Personal contact is still the best public relations.

See Appendix B, pp. 195-203, for a report on the Evaluation of Visiting Day.

LOCAL WORKSHOPS IN MATERIALS, CURRICULUM, AND METHODS OF USING MATERIALS (1967)

PRODUCT COORDINATORS: DENISE VAN AKEN, WILLIAM MC KINNEY, and MARTHA VENTURI

In-service workshops for special education personnel within the three state region.

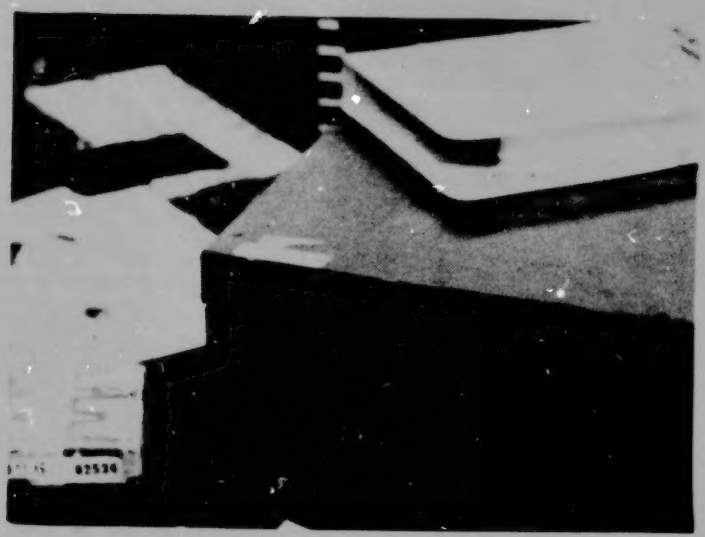
To conduct materials demonstration workshops for special education teachers within the region.

Increased use of materials from the regional centers by special education teachers within the region.

Personal contact and "hands-on" experiences are more meaningful and have more impact.

ROTATING DISPLAY (1967-68)

PRODUCT COORDINATOR: CARL OLDSEN



Five identical assemblies of a variety of 169 instructional materials were rotated among the nineteen Michigan lower peninsula intermediate district instructional materials centers between October 16, 1967 and January 30, 1968. The displays were delivered by automobile to the intermediate IMCs and picked up at the end of the third week. Questionnaires were developed to evaluate the displays, but the return rate was smaller than hoped for--one half of one percent of the almost 1400 persons who visited the displays. A thorough analysis of the evaluations of the rotating display in Michigan provided valuable information which was used in formulating the content of the rotating display implemented for Indiana later in the year. Based on the data from Michigan's display, the materials for Indiana's rotating display were categorized according to broad curricular areas.

The rotating display was designed to make teachers more aware of existing materials. One of the goals was to allow ASEIMCs an opportunity to examine materials and teacher reaction to them, to facilitate decisions as to which materials to purchase locally.

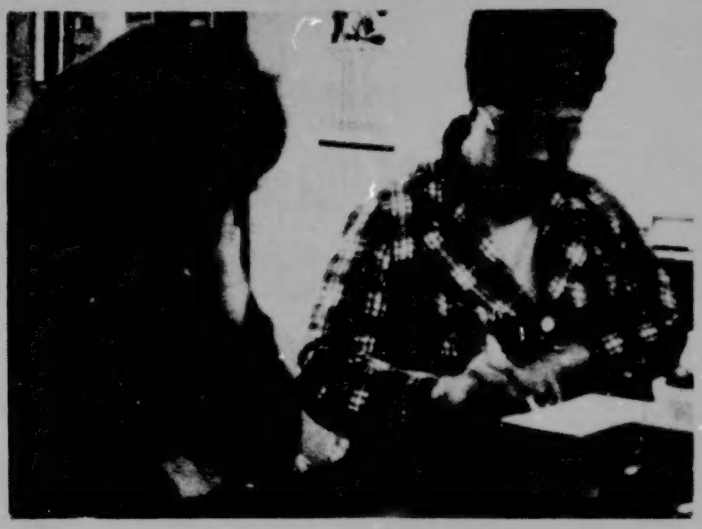
Ninety percent of the respondents considered the material to be organized in a helpful way. Approximately 70% of the questionnaire respondents indicated that the display contained materials relevant to the curriculum, handicap, age and grade levels of their students. The evaluation provided the regional center and associate centers with data on "interest" and "need" for specific materials as perceived by teachers in the field. The display increased the number of loan requests from associate centers.

The Rotating Display was an effective tool for providing visibility for both the Regional Center and the Associate Centers.

CONSULTATIONS WITH ASSOCIATE SEIMC PERSONNEL

(1969-PRESENT)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH



Site visits, telephone conferences and written correspondence.

To provide assistance to local SEIMC personnel in the operation and maintenance of their centers; to make suggestions/recommendations for in-service programs; to assist in planning, designing and evaluating in-service workshops for teachers.

Follow-up letters of appreciation were received; evaluation results of workshops were shared with the Regional Center.

Associate SEIMC personnel needed assistance and morale support in their beginning operations; as they became more sophisticated, they were able to ask for more definite kinds of assistance - i.e., "I'm having a workshop on how to use the tape recorder, what specific materials do you have available?" It is recommended that contact with "experts" be maintained, via a national agency or a state agency.

MODEL REGIONAL CONFERENCES (1970-71)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

The Regional Center, in cooperation with the Michigan Department of Education, the Midwest Regional Media Center for the Deaf and local school districts in Michigan, planned, designed and conducted three regional conferences on the "Utilization of Educational Media in Teaching the Handicapped Student."

The purpose of this project was to develop a cooperative regional in-service program for teachers in local school districts.

The cooperative planning resulted in the development of three regional conferences within the region which served as nationwide models.

Due to the success of these three regional conferences, it is suggested that this type of cooperative planning be taken into consideration for future workshops.

A description of the model and a sample program can be found in Appendix B, pp. 205-10.

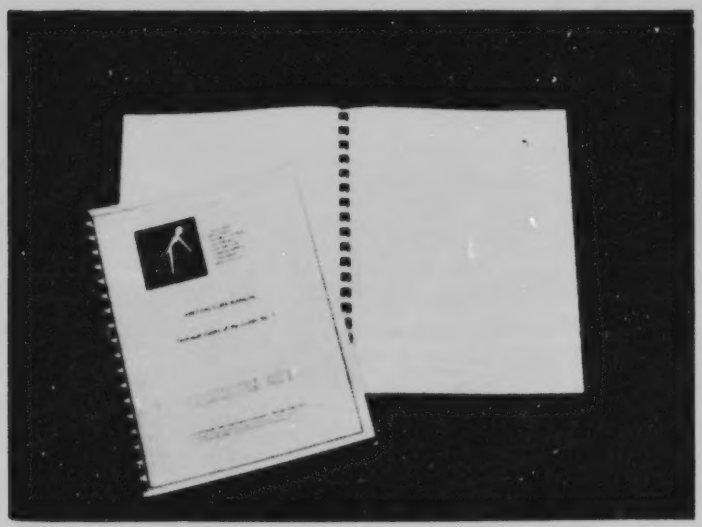
Publications

Publications of the center include all kinds of printed information, from informative brochures to research-oriented monographs. The regional center staff was encouraged to submit articles for publication. These articles were grouped into five classifications: technical papers, position papers, prospectus series, dissemination documents, and monograph series. Other related publications include the idea series, a collection of ideas submitted by teachers within the three-state region, brochures describing the center services, newsletters, "Collector's Bag", and "Information Manual for Associate Centers." (For a list of the publications in the different series, see Appendix B, pp. 213-14.)

ABSTRACTORS MANUAL (REVISED EDITION) (1970)

TECHNICAL PAPERS OF THE CENTER NO. 1

PROJECT COORDINATOR: CARL F. OLDSEN



A twenty-one page technical paper discussing the art of abstracting the contents of books or information about selected curriculum materials, and other related educational equipment. Included are various abstracting forms used by the Center to facilitate retrieval of library items and/or information.

The purpose of this paper is to explain the use of forms and techniques necessary to the preparation of information for the IMC-HCY information retrieval system.

Dissemination of the technical information contained in this paper resulted in more understanding of retrieval procedures, thus facilitating utilization of the services provided by the Center.

Technical papers provide basic guidelines for utilization of Center services. Similar papers along technical lines should therefore be encouraged as they serve as guides to operation and usage of the Center.

This manual, which serves as an example of a typical Technical Paper, may be found in Appendix B, pp. 215-38.

KEYPUNCHING MANUAL (3RD EDITION)
TECHNICAL PAPERS OF THE CENTER No. 3 (1969-70)

PRODUCT COORDINATOR: CARL F. OLDSEN

A 26 page paper explaining keypunching procedures organized to use Control Data 3600 computer. Includes specific instructions on preparation of cards for various instructional materials and sample reproductions of cards for more accurate entry into computerized information system.

The purpose of this paper is to provide a guide for keypunchers in the preparation of computer cards to ensure accuracy of information file.

Technical information contained in this paper resulted in uniform methods of information storage, thus facilitating computerized information retrieval.

Technical papers such as this help ensure uniformity of procedures, thus eliminating confusion resulting from undefined processes. Every technical process should be thoroughly explained, hence more papers of this sort should be encouraged.

EVALUATION OF INSTRUCTIONAL MATERIALS

Position Paper No. 1 (1966-67)

PRODUCT COORDINATOR: TED WARD

Five page position paper focused on the evaluation of instructional materials. It discusses the why, what, how and who of the evaluation dilemma.

The purpose of this paper is to make available to teachers of handicapped learners reliable and useful information about the availability and effective use of instructional materials.

Information disseminated through this position paper resulted in a keener awareness of the importance of evaluating instructional materials for effectiveness and utility, especially among special educators.

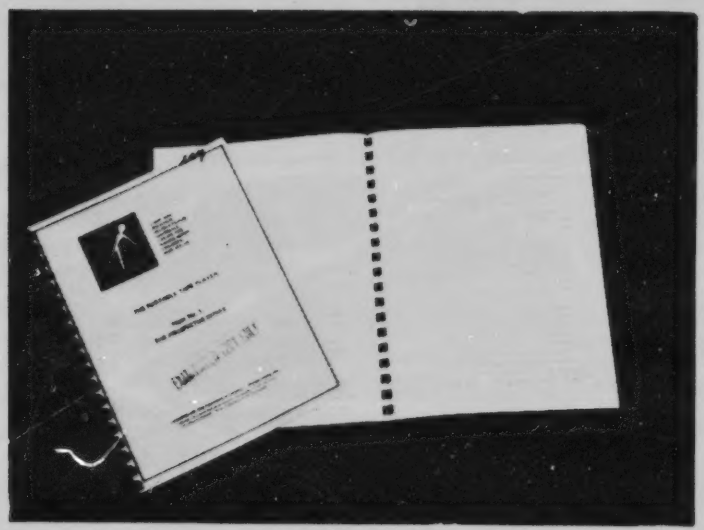
Position papers of this nature should be encouraged to provide defined and specific guidelines for special education workers.

This paper, which serves as an example of a typical Position Paper, may be found in Appendix B, pp. 239-44.

THE PORTABLE TAPE PLAYER

PAPER No. 1 - PROSPECTUS SERIES (1968-69)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



Five-page paper enumerating uses of portable tape players and comments on the equipment.

The purpose of the paper was to present the capabilities of tape recordings as a versatile medium of communication, especially in education.

Demonstration programs were utilized primarily for in-service programs with teachers.

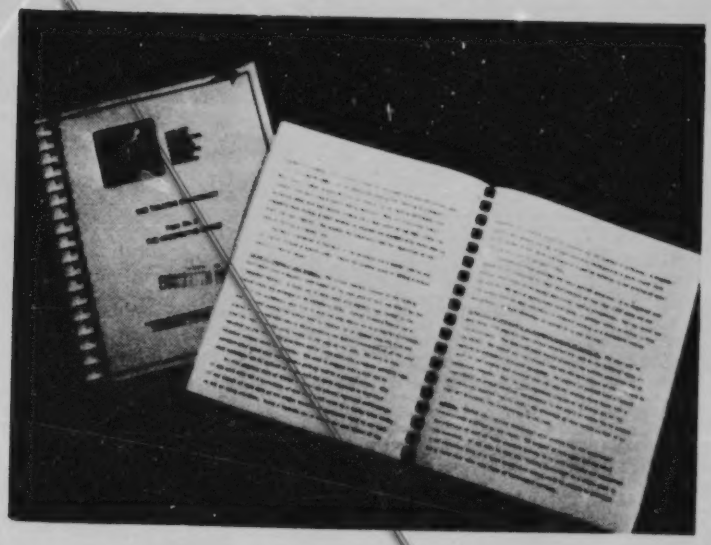
It is recommended that the number of available demonstration programs be expanded.

THE TALKING DICTIONARY

PAPER NO. 2 - THE PROSPECTUS SERIES

(1967-68)

PRODUCT COORDINATOR: TED WARD



Three page paper describing salient features of the learning device: System I (Random Access Tape Recorder), System II (Magnetic Card Reader), and System III (Automated Version of System II).

To seek reactions and suggestions from teachers in the field regarding possible use of "Talking Dictionary."

Feedback from the field reveals that enthusiasm was generated regarding the possibilities of the Talking Dictionary in enhancing the teaching-learning situation in the special education setting.

Similar papers should be prepared to assess the response of the field regarding innovative measures and/or procedures produced or developed for workers to lend more meaning to their work with the handicapped.

A RECORDED AID FOR BRAILLE MUSIC
PAPER NO. 3 - THE PROSPECTUS SERIES (1967)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

A seven page paper describing the method specifically designed for visually handicapped students in instrumental music. It presents salient approaches to music learning. It also discusses a pilot study involving material "packages" for the study of music by the visually handicapped.

The purpose of this paper is to bring the study of music within the grasp of many visually handicapped students who are presently unable to participate due to the lack of effective teaching methods and materials.

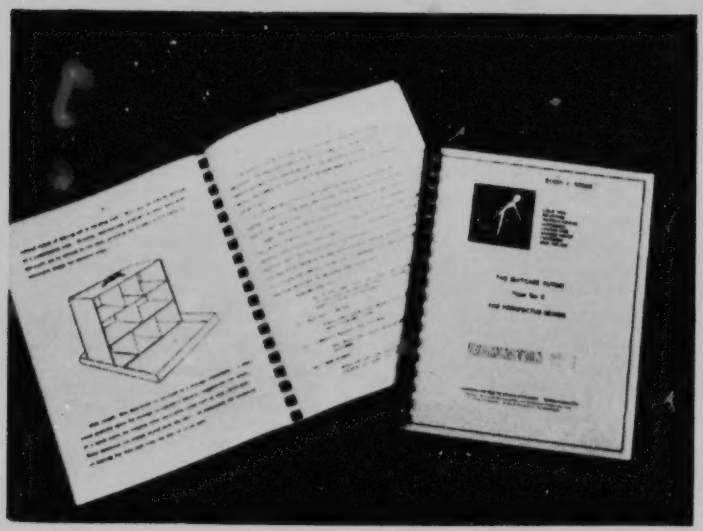
The possibilities of effective music learning among the visually handicapped were enhanced because of the procedures and approaches detailed and explained in this prospective distribution to the field.

More papers designed to aid teachers in implementing new approaches should be written so as to help up-grade competencies necessary to effective teaching, especially in special education.

THE SUITCASE TUTOR

THE PROSPECTUS SERIES - PAPER NO. 4 (1969)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



Four-page paper discussing the design and uses of the Suitcase Tutor as a learning device especially for the visually handicapped and the trainable retarded children.

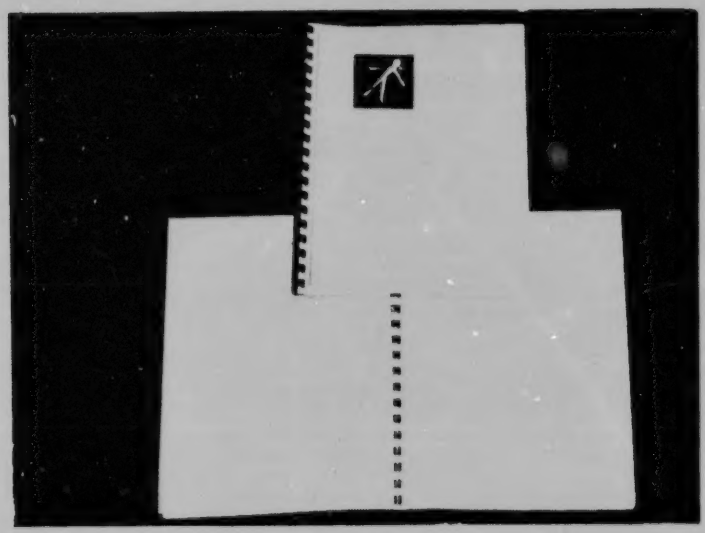
The purpose of the document is to explain the device designed to provide an integrated format for the display and use of materials.

Completed units have been used in local programs for trainable retarded children. Conferences were held with classroom teachers which resulted in the modification of the existing units.

Development of series should be continued; possibility of adapting basic format for use with other handicapped children should be examined. Commercial production of materials should be considered.

SIMULATION AND RECORDING DEVICE FOR RESEARCH IN PROGRAMMED INSTRUCTION (SIMULAR) PAPER NO. 5 - THE PROSPECTUS SERIES (1968-69)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



Six page paper discussing the capabilities of the SimulaR as an instructional problem simulator and a pupil-response recording device. It describes the major components and presents the limitations on program branching. The paper also lists the major uses of SimulaR in testing and research.

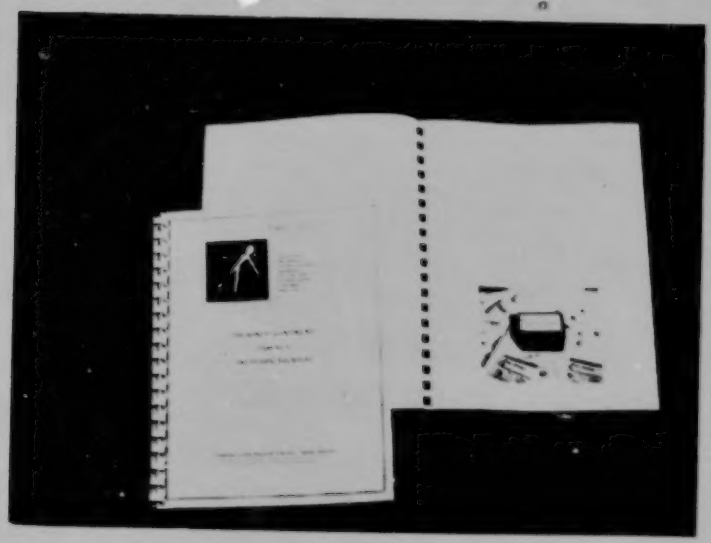
The purpose of this paper is to develop a standardized format that could be used in presenting instructional stimuli on a controlled schedule while making precise observations of student behavior.

Paper generated enthusiasm regarding possibilities of SimulaR not only as a teaching aid but also as a research test.

Papers of this sort are necessary to acquaint the field with new approaches. More should be written along similar lines to help effect better teaching, especially in special education.

THE MONEY/COUNTING KIT
PAPER NO. 6 - THE PROSPECTUS SERIES
(1970-71)

PRODUCT COORDINATOR: JUDITH MUSUMECI



An eight page paper describing the salient features of the kit and discussing the objectives and directions for the use of the device.

The purpose of this paper is to provide students with an innovative structured format in which to learn money and counting concepts, and develop related competencies.

The paper helped the teachers in their use of the specified kit, thus helping them develop counting and related competencies among their students.

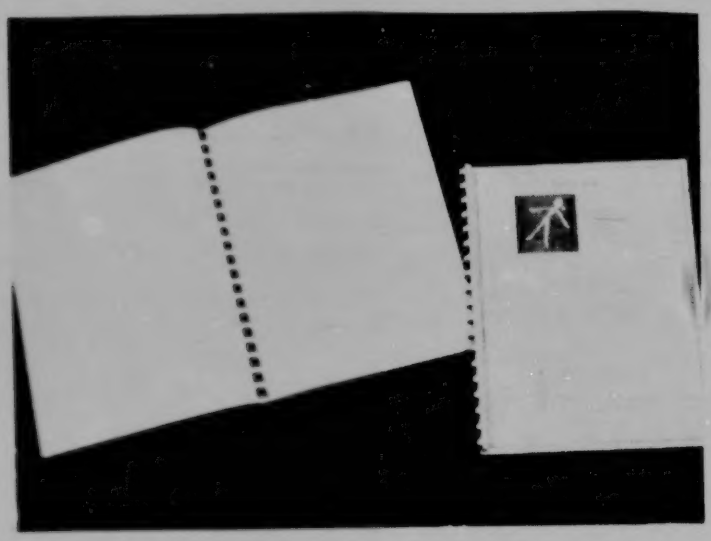
Discussion papers of similar nature should be written so as to encourage teachers to develop similar kits to fulfill specific needs of their classes.

This paper, which serves as an example of a typical paper in the Prospectus Series, may be found in Appendix B, pp. 245-53.

VARIABLE-INTERVAL SEQUENCED-ACTION CAMERA (VINSAC)

DISSEMINATION DOCUMENT No. 1 (PAPERS OF THE INSTITUTE No. 40)(1966)

PRODUCT COORDINATOR: TED WARD



The three page paper discusses the purpose, description, display systems, and cost of the innovative device, VINSAC. It also presents advantages of the system and its possible linkage with the SOS (Selective Observation Simulator) described in papers of the Institute #37 and #41.

The purpose of this paper is to provide an instrumentation of technological innovation that would contribute to more effective representation of the processes of teaching for teacher education students and for teacher behavior researchers.

The technical information contained in the document generated an increased awareness and appreciation of the potentials of the VINSAC especially in teacher education settings. A wider utilization of the device is anticipated.

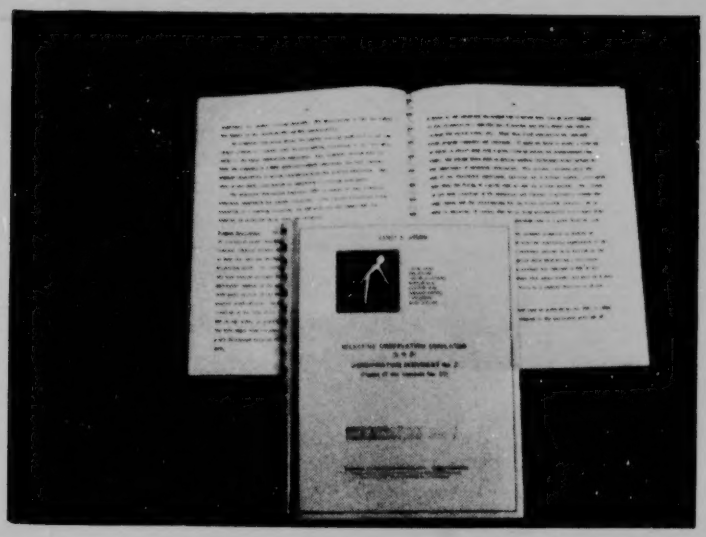
Technological innovations should be encouraged, together with the publication of related information papers, so as to provide the field with alternative approaches, especially in teacher education and research.

SELECTIVE OBSERVATION SIMULATOR (SOS)

DISSEMINATION DOCUMENT NO. 2 (PAPERS OF THE INSTITUTE NO. 41)

(1967-68)

PRODUCT COORDINATOR: TED WARD



Five page paper focused on the Selective Observation Simulator program of continuous sound recording and synchronized sequenced still pictures. Discussed are the purposes of the program and the technical and program aspects.

The purpose of this paper is to provide an interesting format in which to present selected observation experiences to in-service and pre-service teachers and to develop in the trainee the habit of selective observation while maintaining a continuous awareness of the entire class.

The disseminated information developed among the in-service and pre-service trainees awareness of and enthusiasm towards alternative approaches related to class observation.

The need for innovative approaches in teacher education is apparent. More papers of this sort should be written so as to acquaint the field with the possibilities of new approaches.

AUTOMATED BRAILLE SYSTEM (AUTOBRAILLE)

DISSEMINATION DOCUMENT No. 3 (PAPERS OF THE INSTITUTE No. 42)

(1968-69)

PRODUCT COORDINATOR: TED WARD

This is a four page paper discussing salient features of the Autobraille System. It presents the system's general description, advantages, and operating procedures.

The purpose of this paper is to provide solutions to the many problems associated with the use of standard braille books by making available a small, light-weight medium for braille reading.

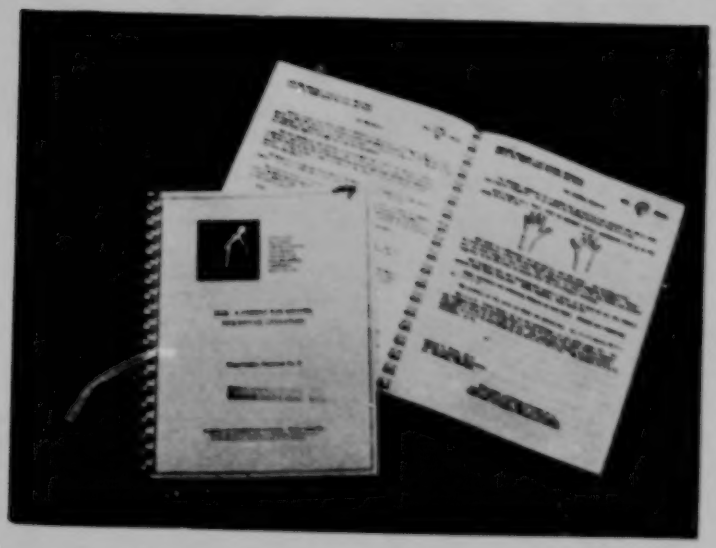
The dissemination of this information resulted in a better appreciation of the advantages of AUTOBRAILLE, thus increasing anticipation of its use by the visually handicapped.

Evidently, there is a need to develop more meaningful alternatives to help the handicapped. The AUTOBRAILLE, developed primarily for the visually handicapped, will go a long way in helping them enjoy their reading more.

DUB: A FORMAT FOR WRITING DESCRIPTIVE LITERATURE

DISSEMINATION DOCUMENT No. 9 (1969)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



Eight-page paper detailing a short but effective method of communicating teacher ideas. It discusses a brief process of presenting an idea by citing the description, usage, and benefits, using only a minimal number of words and space. Included are sample reprints from the Idea Series.

The format has been developed to provide a short essay form for describing ideas both easy to write and easy to read, thus facilitating the communication process.

A significant number of teacher ideas were sent to the Regional Center and published in the Teacher Idea Series.

The guide served as a stimulus to teachers who had ideas for materials/development and/or use but did not have the technical knowledge to put those ideas on paper and/or to produce the actual material, game, etc.

GRAPHIC AIDS FOR THE BLIND

DISSEMINATION DOCUMENT No. 10

(1967-68)

PRODUCT COORDINATOR: JOHN MANDOLA

A 13 page paper discussing documented research of the use of graphic aids for the blind. Paper cites lack of adequate empirical evidence to substantiate claims regarding benefits of graphic aids to the blind.

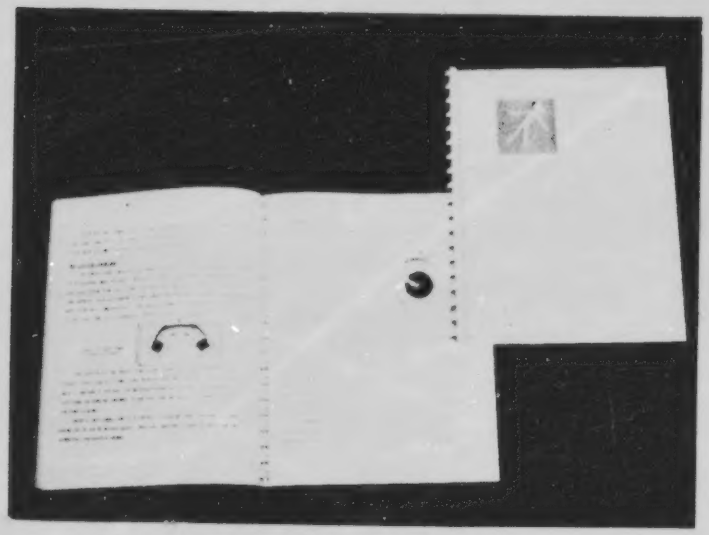
The purpose of this paper is to provide up-dated information on the extent and effective use of graphic aids for the blind.

The field was provided with information related to the apparent lack of empirical evidence to support claims on the impact of graphic aids to the blind, hence generating reservations regarding their use.

Dissemination of information of this sort should be encouraged so that the field may be made aware of the state of materials used with the handicapped.

EDUCATIONAL USES OF CARTRIDGE TAPES
DISSEMINATION DOCUMENT No. 11 (1968)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



A nine page paper explaining the design, effective usage and availability of cartridge tapes for the classroom. Presents various models and features of the device and cites manufacturers and approximate costs.

The purpose of the paper is to acquaint the classroom teacher with the use of cartridge tapes in the teaching-learning situation.

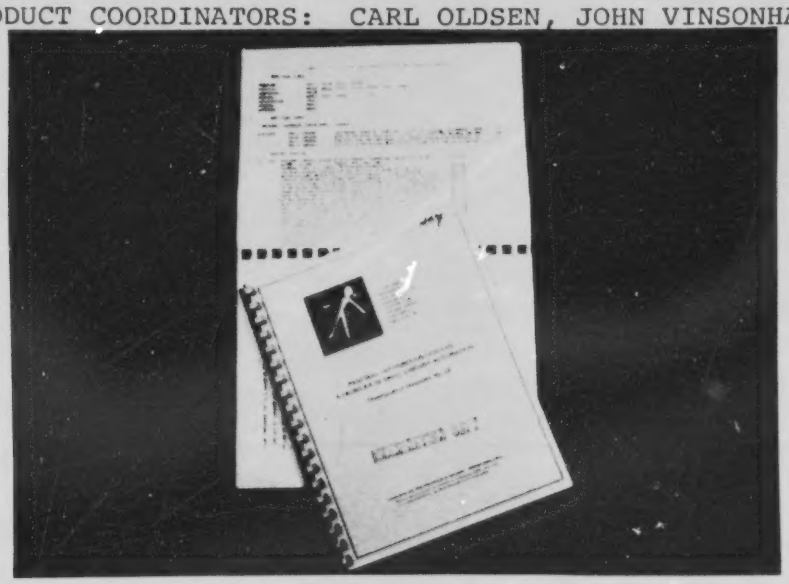
The information disseminated through this document resulted in a keener awareness of the possibilities of cartridge tapes as teaching aids. The increased use of these in special education classrooms is anticipated.

Write-ups on the potentials of teaching aids should be encouraged to help teachers make wise decisions regarding the extent of their usage in classrooms.

REGIONAL INFORMATION CENTERS: A FRONTIER IN SMALL LIBRARY AUTOMATION

Dissemination Document #12 (1967-68)

PRODUCT COORDINATORS: CARL OLDSEN, JOHN VINSONHALER



A 23 page summary of the nature and development of Regional Information Centers in education and a case study in a regional library automation detailing the manner in which local libraries may be organized to aid in the development of computer based national information systems.

The purpose of this paper is to provide information related to information centers especially in the area of automation and linkage with related Networks.

This publication was distributed nationally.

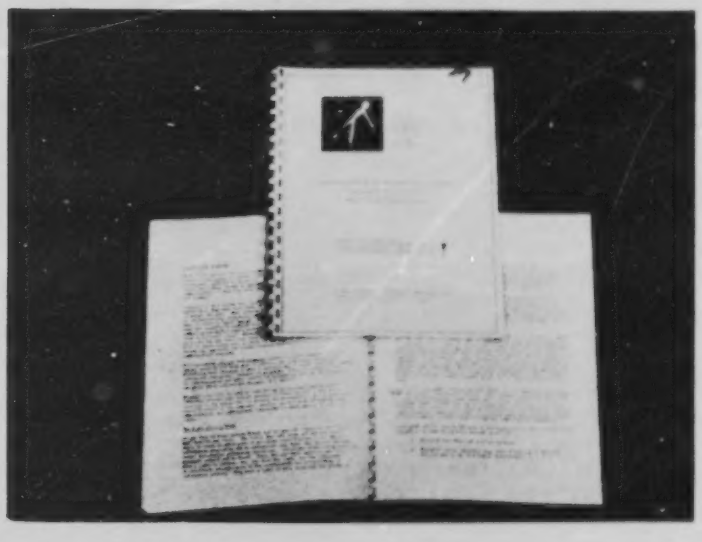
To effect continuity and uniformity of information about and among Instructional Materials Centers, dissemination of documents of this sort should be utilized regularly.

This document, which serves as an example of a typical Dissemination Document, may be found in Appendix B, pp. 254-78.

ARTICULATION OF INFORMATION SYSTEMS

DISSEMINATION DOCUMENT No. 13 (PAPERS OF THE INSTITUTE No. 60) (1967-68)

PRODUCT COORDINATOR: TED WARD



An eight page paper focused on information systems especially as they relate to user problems and the computer. Presents a number of assumptions and comments regarding information systems.

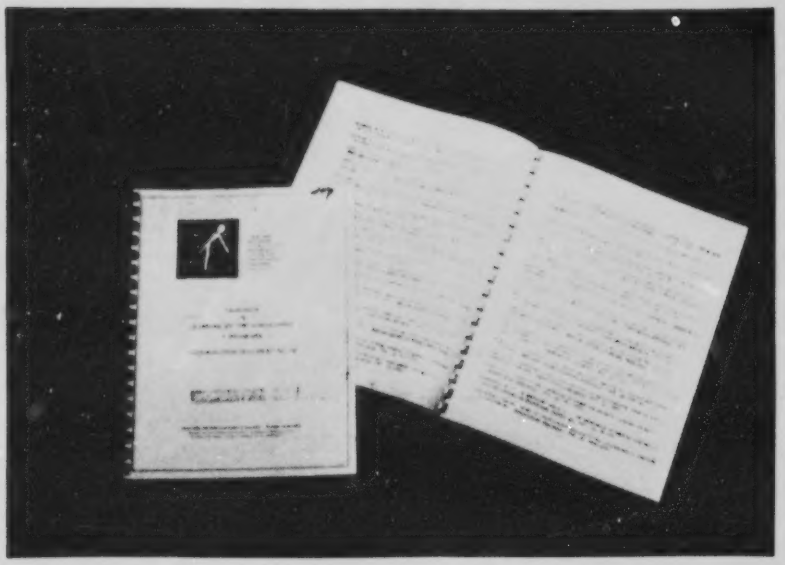
The purpose of this paper is to provide a comprehensive articulation of information systems, stressing on optimization of computer applications based on what should be done rather than on what can be done.

This document classified information related to information systems, hence generating more appreciation of their potentials as aids to education, communication, and research.

Innovative approaches should be verbalized and articulated to the field so that their possible uses can be fully explored and appreciated.

RESEARCH IN LEARNING BY THE HANDICAPPED
A BIBLIOGRAPHY - DISSEMINATION DOCUMENT NO. 14
(1969-70)

PRODUCT COORDINATOR: ROSARIA BULGARELLA



A 23 page compilation of bibliographic listings focused on research done with handicapped children from 1960 to 1967, with the items grouped according to area of handicap.

The purpose of this paper is to provide a bibliographic guide to research related to the learning of the handicapped from 1960 to 1967.

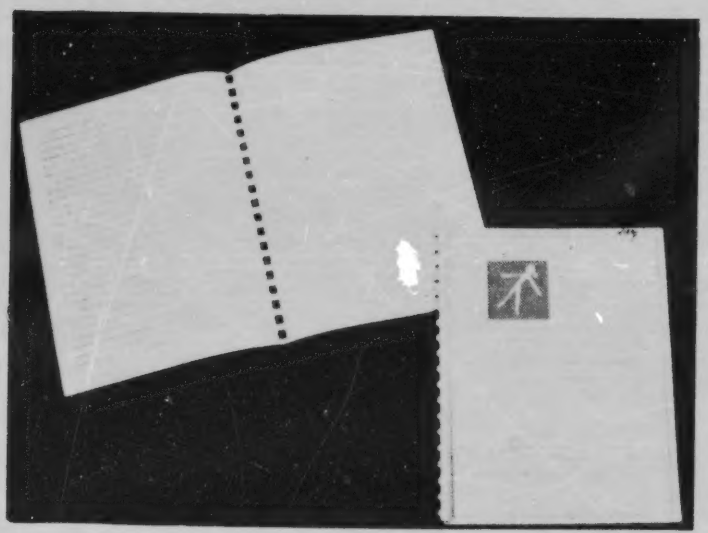
This provided the field with information on empirical studies done to assess the learning of the handicapped, thus making teachers aware of what can be done and what can not be done.

Bibliographic information in researches conducted should be updated regularly and disseminated to the field to help teachers keep abreast with current trends in special education.

SPEED-LISTENING: AN INTRODUCTION TO SPEECH COMPRESSION (TAPESCRIPT) DISSEMINATION DOCUMENT No. 15

(1968-69)

PRODUCT COORDINATOR: TED WARD



A four page reproduction of a tapescript on speed-listening comparing listening and reading as means of processing information. Discusses scan-speed reading and compressed speech as techniques of information input.

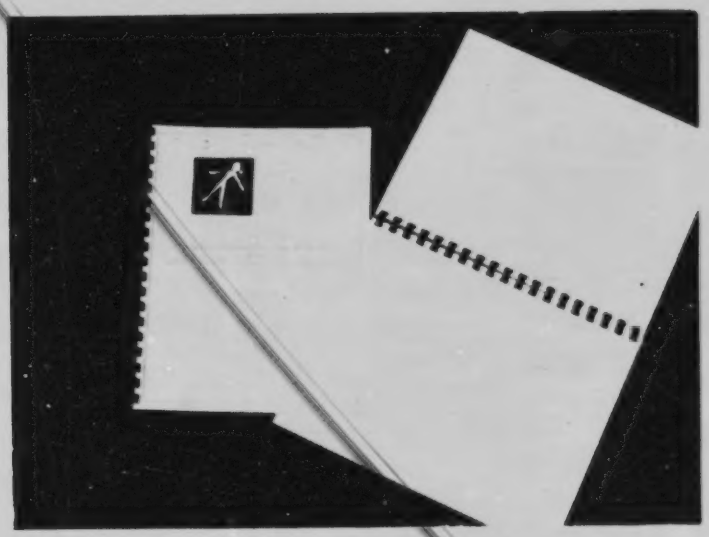
The purpose of this paper is to explain the benefits of speed listening as an effective technique of rapid information input.

The field was made aware of the importance of speed listening as a means of processing information and its wider use is anticipated.

Innovative approaches should always be fully explained hence papers of this sort should be encouraged to help ensure a better understanding of the aspects of new methods.

SURVEY OF MATERIALS USAGE AND NEEDS IN THE INSTRUCTION OF THE VISUALLY HANDICAPPED STUDENT - Monograph Series #1 (1967-68)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



A 74 page pamphlet summarizing the objectives, procedures, and results of a survey conducted to investigate the quality, availability, and sources of supply of instructional materials used in schools. These materials were dichotomized into reading materials and equipment. Included are the tabulated findings and the questionnaire employed to collect data.

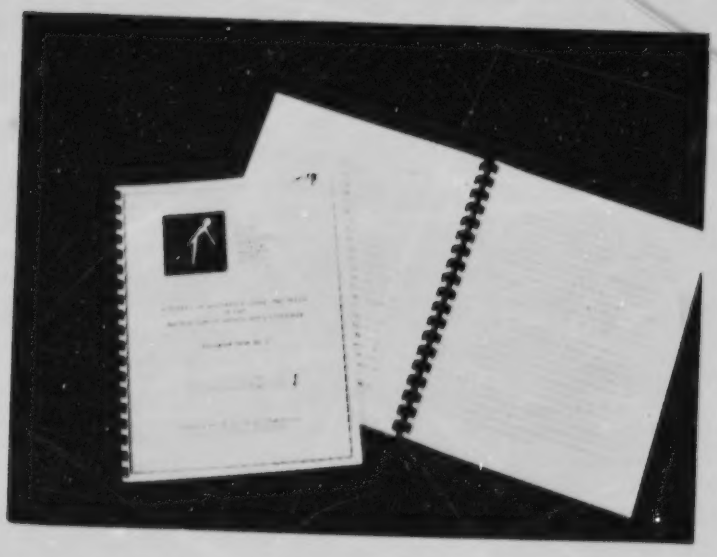
The purpose of this pamphlet is to provide information related to the quality and availability of instructional materials for the visually handicapped.

The results of this survey were used by teachers of the visually handicapped as supportive information when requisitioning a new instructional material.

It is recommended that further investigation be made with regards to specific reasons for inadequacy of supplies and poor quality of materials equipment.

A SURVEY OF MATERIALS USAGE AND NEEDS IN THE INSTRUCTION OF HANDICAPPED STUDENTS - MONOGRAPH SERIES No. 2 (1967-68)

PRODUCT COORDINATOR: EUGENE FRIESEN



A 74 page discussion of results of a survey conducted among special education teachers to investigate differences or similarities in their preference and/or use of instructional materials in the major handicap areas. Includes an Appendix section containing inventory used to gather data.

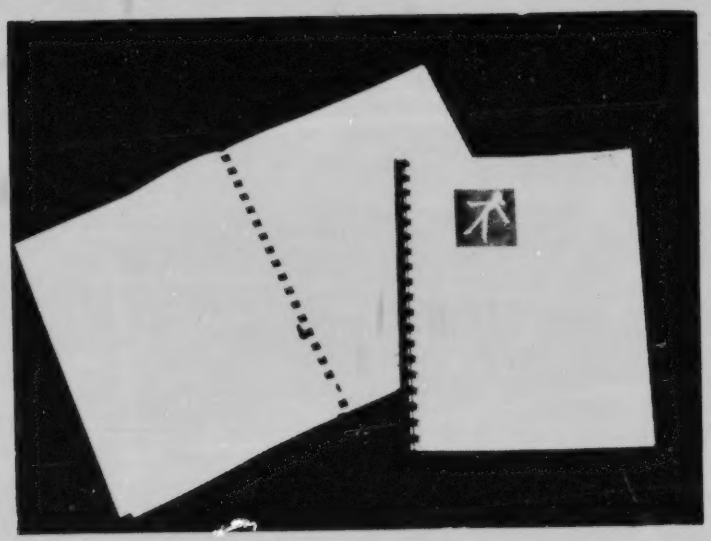
The purpose of this survey is to provide information regarding need and use of instructional materials among teachers in the major handicap areas.

Feedback on disseminated survey results reveal that information proved useful to the teachers, especially in the conduct of their work with the handicapped.

Activities of this sort should be continued so as to provide the field with updated results regarding services provided by the Center.

EMPIRICAL STUDY OF INSTRUCTIONAL MATERIALS EVALUATION IN SPECIAL EDUCATION - MONOGRAPH SERIES No. 3 (1963-69)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



A 36 page summary of purposes, activities, and results of the evaluation institutes conducted to assess the aspects of instructional materials evaluation as received by practitioners in the field. Appendices include a list of materials used, evaluation guides, and evaluation rating sheets.

The purpose of this paper is to provide teachers and practitioners with information related to practices involved in evaluating instructional materials for special education.

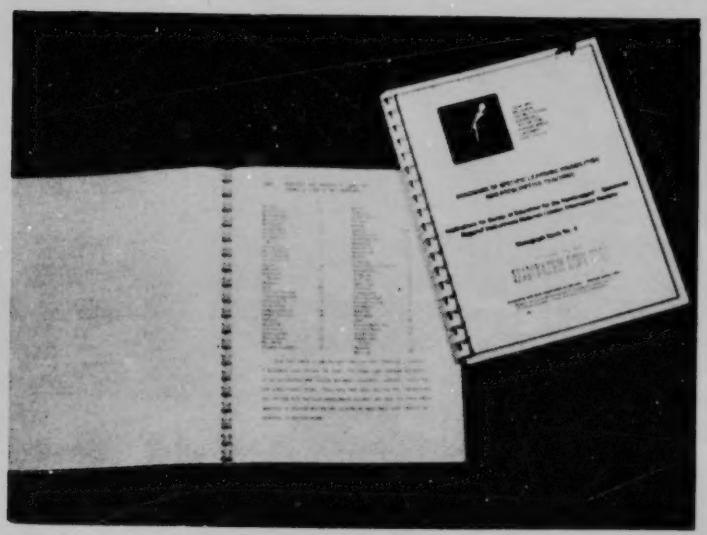
The disseminated summary of the evaluation institutes provided the field with guidelines on the use of tested evaluation procedures and ideas regarding the current 'state-of-the-art' of evaluating instructional materials, especially those that could be utilized in special education classes.

It is recommended that results and/or summaries of similar activities should be made available to the field so as to provide practitioners with ideas necessary to a more effective conduct of their work.

This monograph, which serves as an example of a typical monograph in the series, may be found in Appendix B, pp. 279-316.

DIAGNOSIS OF SPECIFIC LEARNING DISABILITIES AND PRESCRIPTIVE TEACHING - MONOGRAPH SERIES NO. 4 (1968-69)

PRODUCT COORDINATOR: LOU ALONSO



A 12 page paper discussing recent trends in individualized teaching based on diagnosis of learning disabilities and the role of the Bureau of Education in enhancing these trends. Presents and discusses an experiment at USOE/MSU RIMC designed to test effectiveness of services with respect to retrieval of information to answer questions of prescriptive nature.

The purpose of this paper is to provide the field with information on recent trends in individualized teaching in special education.

Information contained in the monograph provided the field with ideas regarding the possibilities of utilizing individualized teaching in special education. It also acquainted the practitioners with the current trends in prescriptive teaching, especially as it related to the services of the Instructional Materials Centers.

Production of monographs of this sort should be encouraged because information they provide the field augment knowledges and competencies necessary for a more meaningful service to the handicapped.

SURVEY OF SPECIAL EDUCATION TEACHER POPULATION OF INDIANA, MICHIGAN, AND OHIO WITH SPECIAL REFERENCE TO CONSULTANT EFFECTIVENESS

MONOGRAPH SERIES No. 5 (1967-68)

PRODUCT COORDINATOR: ROSARIA BULGARELLA

A 45 page summary of a survey conducted to assess the effectiveness of the IMC consultant in Michigan, Ohio and Indiana. Included is Appendices section containing statistical model used to analyze data, selected comments for the teacher-respondents, and the questionnaire used to collect data.

The purpose of this survey was to evaluate the role of the IMC consultant in the context of the functions of the Regional Center.

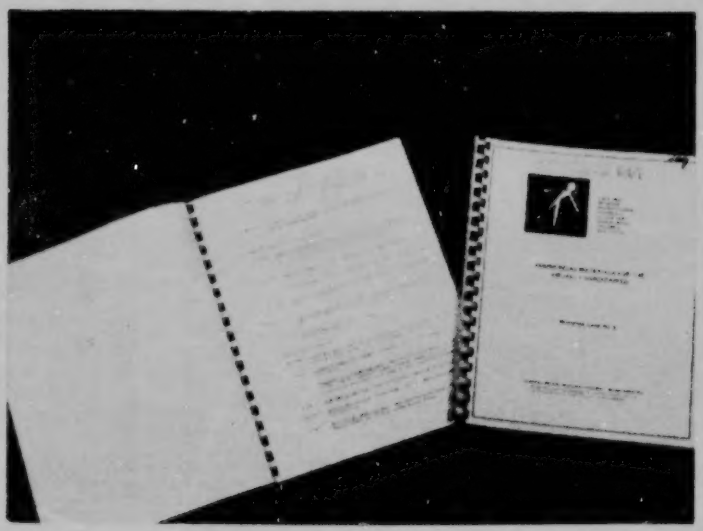
The awareness of the Regional Center, its operation and services was increased among the special education personnel in the 3-state region. However, the role of the regional consultant was not one of the principal features that teachers associated with the Regional Center.

It can be concluded that teachers reveal a great deal of concern about the materials they use with handicapped children. At the same time, there is a need to provide information directly to the teacher about the materials that are best for each situation.

COMMERCIAL MATERIALS FOR THE VISUALLY HANDICAPPED

MONOGRAPH SERIES No. 8 (1967-68)

PRODUCT COORDINATOR: DONNA HEINER



An 11 page booklet containing listing of materials available in the IMC-HCY Center for use with the blind or partially sighted. Includes lists of materials, equipment and publications arranged according to pertinent skill and/or classification areas.

The purpose of this booklet is to provide a comprehensive listing of commercially available materials for use with the blind or partially sighted.

The monograph provided the field with up-dated information on materials available in the Center, resulting in a more effective utilization of these materials, especially by practitioners who work with the visually handicapped.

Information such as that contained in this paper should be disseminated to the field regularly to keep teachers and practitioners posted with the latest additions to the collections in the Center.

TEACHER-MADE MATERIALS FOR USE IN SPECIAL EDUCATION

Monograph Series No. 9 (1968-69)

PRODUCT COORDINATOR: MARIE McMAHAN

An eight page booklet presenting production procedures and/or uses of these instructional devices in special education -- the flat picture, language master, flannel and acetate boards, and overhead projector transparency.

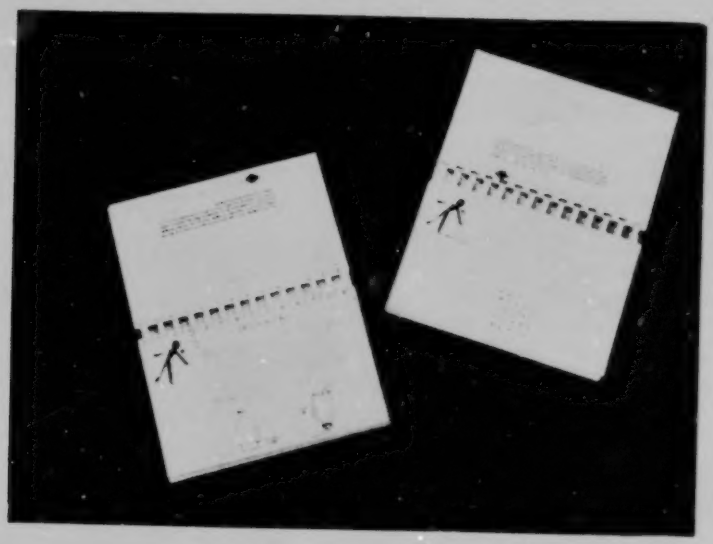
The purpose of this booklet is to provide special education teachers with detailed instructions on the production and uses of instructional devices.

The monograph helped make the practitioners realize the relative ease involved in the production of instructional devices necessary to enhance the learning experience of students in special education classrooms.

Information of this sort should be made available to the teachers, especially as it relates to their efforts to produce instructional materials necessary to make learning activities more meaningful.

THE IDEA SERIES (1967-74)

PRODUCT COORDINATOR: S. JOSEPH LEVINE AND KAREN OVERMANN



A 36 page compilation of teaching strategies or ideas designed to enhance teaching and learning experiences in the special education classroom setting. These evolved from teacher-ideas collected from classroom teachers in the tri-state region. The series also comes in card form for easier handling.

The purpose of this compilation of teacher strategies and ideas is to provide a source of ideas for use by the special education teacher to enhance teaching effectiveness.

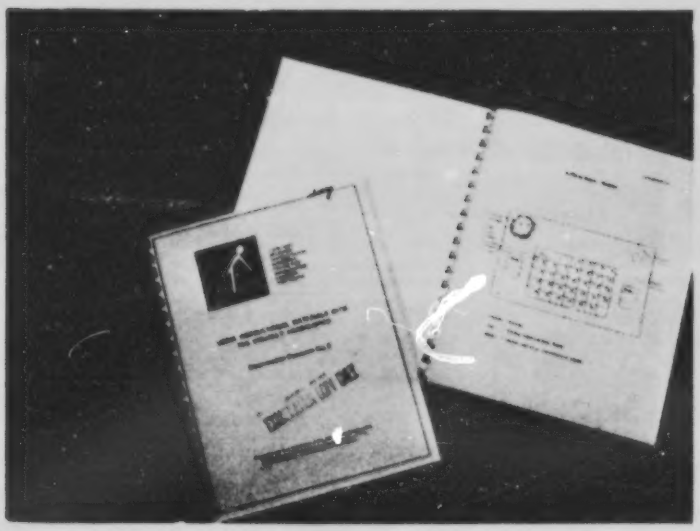
Several associate SEIMCs have replicated the Ideas Series in its entirety for distribution to teachers and/or have published individual ideas in their local newsletters.

The increase in the number of ideas submitted for publication indicates the effectiveness of the series in meeting teachers' instructional objectives.

A copy of a letter to teachers, sample cards, and replicated samples are found in Appendix B, pp. 355-72

USING INSTRUCTIONAL MATERIALS WITH THE VISUALLY HANDICAPPED
(A PRELIMINARY COLLECTION)
(1967-68)

PRODUCT COORDINATOR: DOROTHY FERGUSON



Summary of descriptions of instructional materials collected through the use of an observation instrument. Materials-descriptions include the classroom situation and the purpose and use of the specific material. Descriptive sketches are also provided, plus the specific subject area the materials can be used.

The purpose of this source book is to provide ideas about the use of instructional materials to enhance the learning of visually handicapped.

The descriptive samples included in the compilation have reenforced and enhanced the teaching-learning activities, especially in classrooms for the visually handicapped. The collection provided the field with new ideas to augment the potency of the learning situation.

The need for more explicit, in-context direction in the use of instructional materials is partly filled by this sourcebook of ideas. It is recommended that similar guides be developed to enrich learning experiences in classrooms of special education.

SELF-INSTRUCTIONAL MATERIALS FOR THE VISUALLY HANDICAPPED

(1968-69)

PRODUCT COORDINATOR: MARIE McMAHAN

A 17 page paper citing instructional materials for the development of academic and independent study skills. Presented are specific skills and necessary media materials and lesson samples related to the skills being developed.

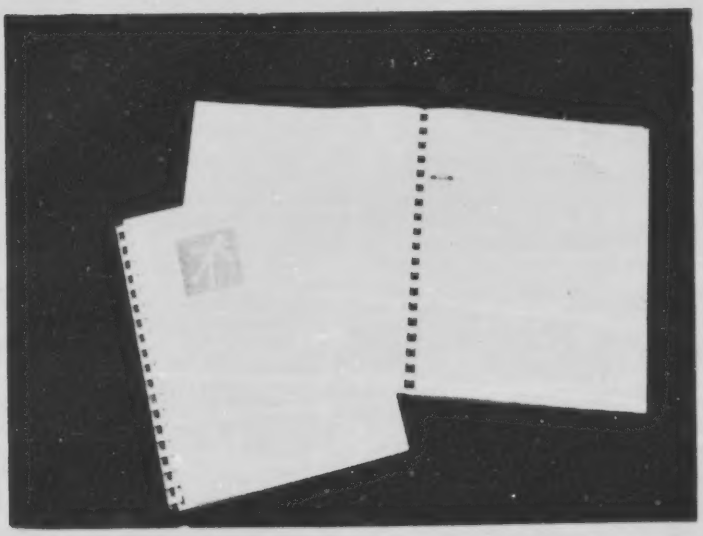
The purpose of this paper is to provide information on some self-instructional materials developed for the visually handicapped.

The monograph provided the field with ideas related to the development of materials that could reenforce self-study among the visually handicapped. Feedback from the field revealed interest generated among the practitioners because of the practicality of ideas contained in the document.

Production of similar documents is necessary to provide the field with sources of ideas relevant to more effective work with the visually handicapped.

INSTRUCTIONAL MATERIALS CENTER FORMS
(1968-69)

PRODUCT COORDINATOR: MARIE McMAHAN



Compilation of forms necessary to the effective operation of an Instructional Materials Center. Included are forms on evaluation, materials request, inventory, cataloging, and Kardex scheduling. Also included are sample formats for newsletters, in-service education hand-outs and policy and personnel statements.

The purpose of this booklet is to provide a compilation of appropriate administrative forms and in-service hand-out formats to ensure a more effective dissemination and/or provision of information and/or services by Instructional Materials Centers.

The booklet provided the field with knowledge and use of formats common to all the Centers, making assessment and evaluation of services easier and more comprehensive.

To ensure more effective operations, similar information compilations should be sent to the field. This procedure could facilitate research related to services and/or operations of the Centers.

The booklet of forms appears in Appendix B, pp. 317-53.

INSTRUCTIONAL MATERIALS DEVELOPMENT (1969)

PRODUCT COORDINATOR: MARIE McMAHAN

A 20 page paper containing brief descriptions of production procedures involved in the development of instructional materials, such as transparencies and pictures. It emphasizes laminating and duplicating procedures.

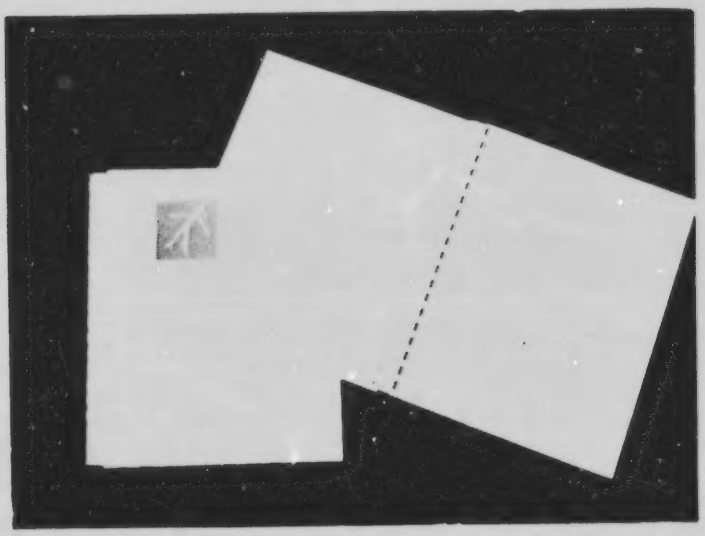
The purpose of this paper is to provide interested persons with information on the use of technical processes related to the production of instructional materials.

The workshop and related information contained in this monograph generated awareness and appreciation of the many possibilities of instructional materials development for classroom use.

Development of instructional materials, especially those involving technical processes, appears less complicated when procedures such as those contained in this monograph are explained explicitly. Such activities should be kept-up to augment efforts of classroom teachers and other practitioners.

SELECTED SPECIAL EDUCATION FILMS AND DIRECTORY OF FILM CATALOGS (1973)

PRODUCT COORDINATOR: NANCY CARLSON



A 37 page annotated listing of selected films from the Michigan State University and University of Michigan film libraries and other sources of related films.

The purpose of this directory is to provide an up-dated catalog of film listings that would easily allow revisions and/or additions.

Disseminated information resulted in a better utilization of films from the specified sources, thus enriching and reenforcing teaching/learning activities in special education classrooms.

This directory should be regularly revised and/or up-dated to allow inclusion of the latest available materials. It is recommended that production of directories of this kind be encouraged to provide up-dated information available to practitioners in the field.

NORMAL DEVELOPMENT SCALES (1971-72)

PRODUCT COORDINATOR: KAREN MOON

A 34 page compilation of scales developed by 1970-71 graduate students of San Francisco State College teacher training program. Scales site specific assessment areas and various levels of child development.

The purpose of this paper is to provide an aid in the assessment of the child's level of development and performance, thereby using his response as a tool towards effective diagnostic teaching.

Recipients within the region indicated that the scales were valuable assets in evaluating a child's developmental and performance levels and was an aid in diagnostic teaching.

Favorable feedback indicates that patrons within the three-state region are interested in receiving information, material, etc. which would aid them in their work with handicapped children; therefore, it is suggested that distribution of information can be continued by a material and/or state agency.

USOE/MSU RIMC/HCY BROCHURE (1967)

PRODUCT COORDINATOR: LOU ALONSO

Single sheet, green brochure presenting activities of interest to manufacturers and/or suppliers of instructional materials for special education and distributed to them to invite further inquiries pertinent to the services of the Center.

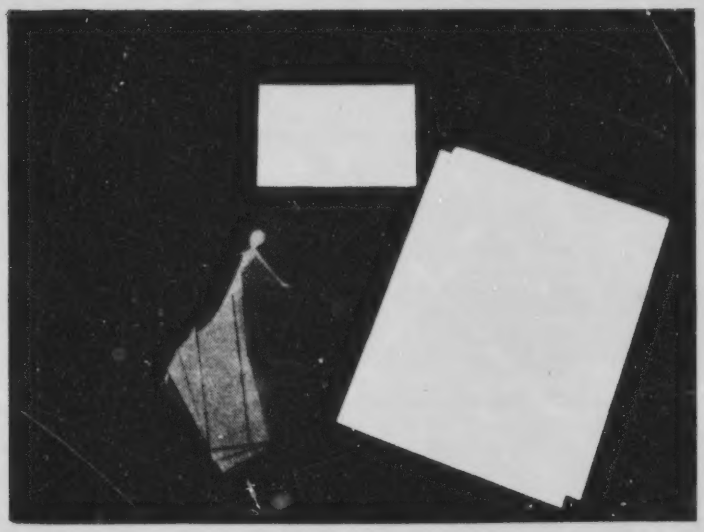
The purpose of the brochure was to provide information regarding possible participation of firms engaged in commercial manufacture and/or distribution of instructional materials for special education.

Distributed to commercial firms and other producers and stimulated interest and cooperation. Several firms placed materials in the Regional Center on long-term loan basis to be used for demonstrations and research purposes.

Contact and involvement with commercial firms should be continued.

INFORMATION BROCHURES (1967)

PRODUCT COORDINATOR: EUGENIA SMITH



Single sheet, multi-colored brochures outlining information on the beginnings, purposes, users, and services of the Regional IMC-HCY at MSU. Also listed are the other regional centers with their respective directors and addresses.

The purpose of the brochures were to provide the field with information related to the operation of and services provided by the Regional IMC-HCY at MSU.

Improved communication between the Regional Center and the field.

Written information about the Regional Center provided a stimulus for increased use of the available services. Printing of such brochures should continue and be up-dated on a regular basis.

A copy of the brochure is included in Appendix B, pp. 375-76.

WHAT'S NEW? (1966-67)

PRODUCT COORDINATOR: EUGENIA SMITH & JUDY SAKS

A newsletter periodically sent to the field, containing articles on current trends in special education, especially as they relate to the services of the center and the associate centers in the region. Contents also included news notes on instructional materials and publications, related seminars and workshops, and personnel mobility.

The purpose of What's New? was to disseminate information related to current trends in special education and the services provided by the IMC-HCY and the associate centers.

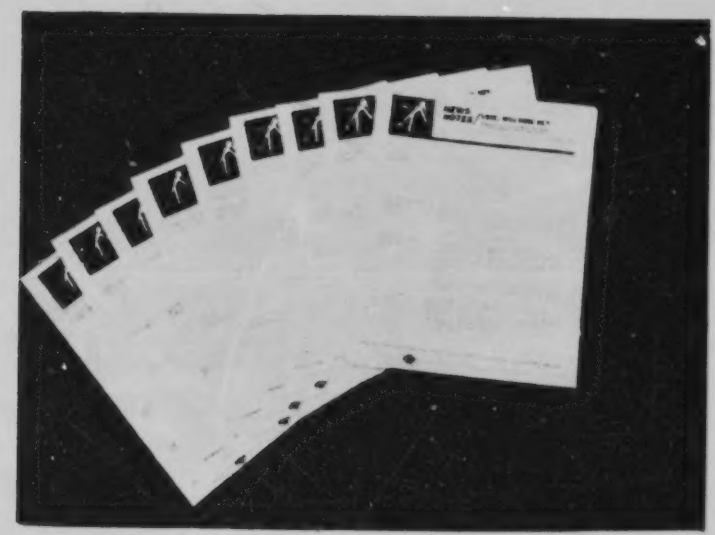
The field was provided with up-dated information on various aspects of special education. A keener awareness of available services was also affected, resulting in a more effective utilization of the center's collection of equipment, publications, and other materials.

Dissemination media such as this one are necessary to the effective utilization of available materials in an IMC. A single-page newsletter, with more concise and succinct articles, could be as effective, especially when it is sent out regularly.

A sample issue of What's New? is included in Appendix B, pp. 377-82.

NEWS NOTES (1970-71)

PRODUCT COORDINATORS: JUDY SAKS, KAREN MOON, and RITA HARMON



Single page newsletter containing news briefs designed to disseminate the latest information from the field of education for handicapped children. Emphasized are the latest instructional materials and related publications, plus information on upcoming meetings, conventions, institutes, or seminars, as well as new appointments in the field.

The purpose of News Notes is to provide an effective means of disseminating information related to materials, publications, and activities pertinent to the education of the handicapped.

Associate SEIMC personnel have reproduced selected articles in local newsletters; thereby, increasing the number of patrons being reached.

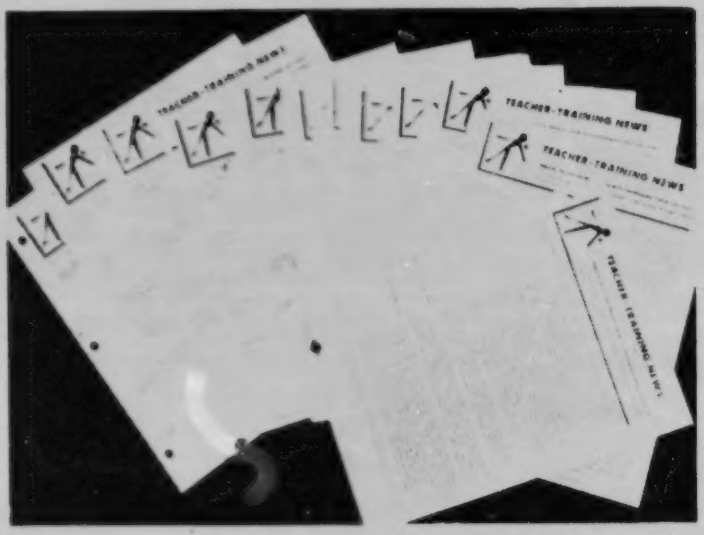
It is recommended that a publication of this nature be continued to aid Associate SEIMC personnel in providing a variety of services to teachers in local areas.

An example of reproduced items in local newsletters and a copy of the first News Notes issue are included in Appendix B, pp. 383-89.

TEACHER-TRAINING NEWS

(1971-72)

PRODUCT COORDINATOR: S. JOSEPH LEVINE AND KAREN OVERMANN



This is a one-page newsletter devoted to news briefs mostly relating to delivery techniques and strategies for the effective conduct of teacher-training workshops. Also presented in the issues were information sheets on the latest instructional materials and/or publications and their relative importance to the effective training of special education workers in the region.

The purpose of this newsletter was to provide the field with information on tested and evaluated strategies and techniques on effective teacher-training workshops.

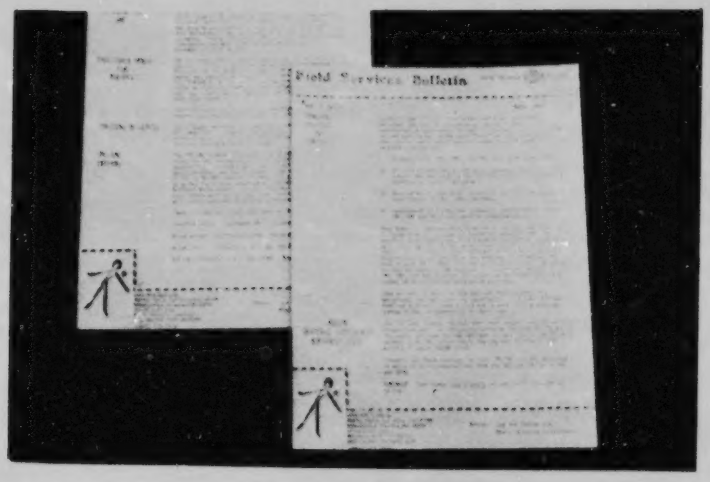
The information contained in the newsletter issues proved useful to the field, especially along efforts related to teacher-training and information dissemination on current trends in special education.

Evaluation feedback attests to the efficacy of the newsletter, hence it is recommended that it should be continued or replaced by a similar service.

A sample issue and an evaluation may be found in Appendix B, pp. 390-94.

FIELD SERVICES BULLETIN (1972-73)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH



Two-page newsletter devoted to articles and/or news notes concerning items of interest to Field Services Coordinators. Included are write-ups on the latest in instructional materials and publications, and procedural matters related to the SEIMCs.

The purpose of the bulletin is to provide a medium of sharing information and ideas that are of interest to Field Services Coordinators.

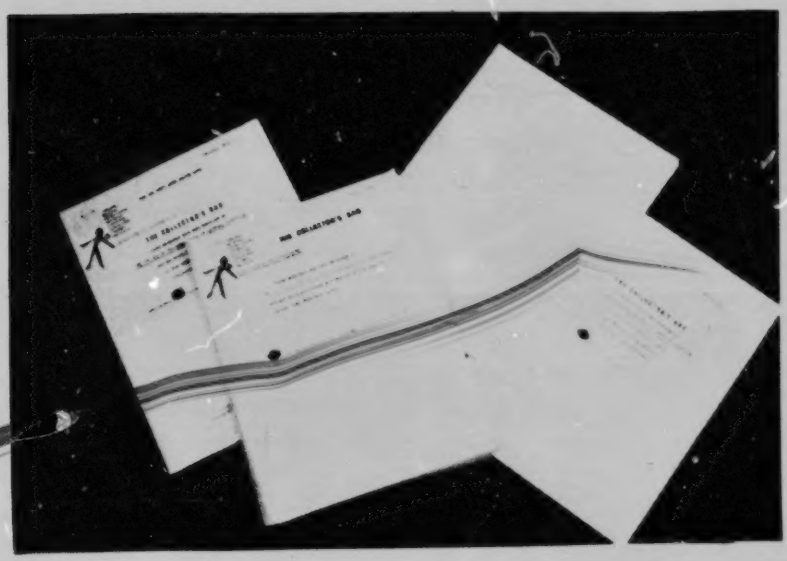
Disseminated information helped up-date knowledge of Field Services Coordinators especially in areas directly related to their work with special educators.

Communication of this dimension should be continued to keep the enthusiasm of the workers in the field.

A copy of the first issue of the Field Services Bulletin is in Appendix B, pp. 395-96.

THE COLLECTOR'S BAG (1971-72)

PRODUCT COORDINATOR: RITA HARMON



Single sheet, introductory flyer attached to publications and other items developed by either the IMC-HCY or other centers and disseminated as a form of supplemental service to the field.

The purpose of The Collector's Bag was to provide a source of information on publications and/or materials developed for use in the field.

This publication has been disseminated to all associate SEIMCs within this service region for circulation to teachers in local areas.

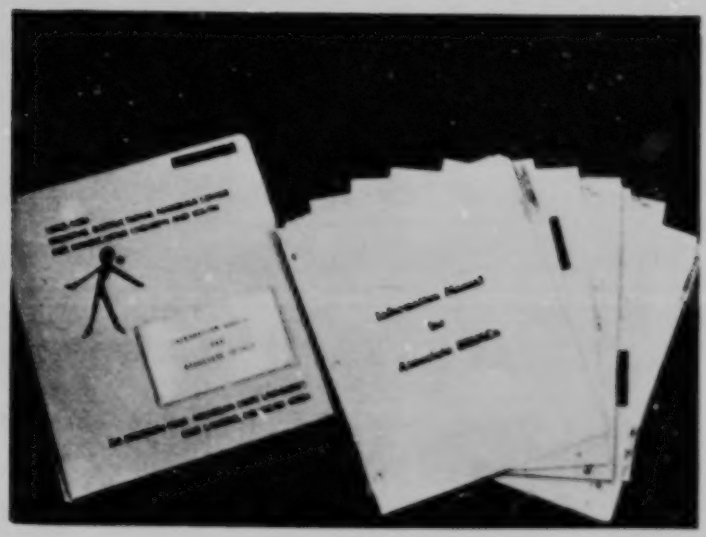
It is recommended that this activity be continued by a national agency or a state agency.

A "Collector's Bag" sheet and a sample of the kind of publication that might accompany it are found in Appendix B, pp. 397-410.

INFORMATION MANUAL FOR ASSOCIATE SEIMCs

REVISION #2 (1972-73)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH



Compilation of relevant information on the establishment and maintenance of Associate SEIMCs and a comprehensive summary of services provided by the IMC-HCY. Information on the IMC/RMC and CEC-ERIC Network and listings of Federal agencies and related annotated bibliographies are also included.

The purpose of the manual is to provide the tri-state Associate SEIMC personnel with information relevant to Instructional Materials Center activities at the national, regional, and state levels.

A number of ASEIMC personnel provided written and oral feedback which indicated a high interest and use of the manual in the development and operation of local centers.

This kind of information and resource material should be provided on a continuing basis.

Media Programs for In-Service Use

The center developed a series of 27 slide/tape presentations dealing with the following: various aspects relating to the development and operation of an instructional materials center; demonstrations of instructional materials used by a variety of handicapped learners; media production techniques used in teacher workshops; and activities and materials for teaching specific subject matter, e.g., physical education.

SCIENCE

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN

This slide/tape presentation, containing 40 slides, illustrates ideas for teaching science in the classroom for the visually impaired. Emphasis is placed on bringing the real world into the classroom through living plants and animals. The last half of the slide/tape is a mediated bibliography of materials available from the center dealing with science.

This presentation was designed as a motivational tool for stimulating teachers in the creative teaching of science for the visually impaired.

This presentation resulted in more sharing of science teaching ideas among teachers and more science teaching suggestions being submitted to the "Idea Series." Teachers realized that they didn't have to be scientific wizards to teach basic science concepts to elementary children. The program stimulated interest in the teaching of science in the elementary grades to the visually impaired.

Again, the slide/tape was an effective and efficient medium for informing teachers of different teaching techniques and materials.

SKILLS OF DAILY LIVING #2

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN

This slide/tape presentation, containing 65 slides, emphasizes the social aspects of daily living skills for the visually impaired. Included in the presentation are techniques for dialing the telephone, handshaking, dressing, grooming, money counting, and eating. Although the program is instructional, its best application is for people who are being exposed for the first time to the problems of the blind and partially-sighted in daily living.

This program was designed for pre-service teachers and community groups who are being exposed for the first time to the problems (and solutions) of the visually impaired in reference to daily living skills.

People who viewed the program expressed a greater understanding of the problems of the blind. They indicated they no longer felt that the blind were helpless in everyday activities.

The presentation was the next best thing, and the pre-requisite step, to exposing new teachers to their first encounters with the blind.

SERVICES OF AN INSTRUCTIONAL MATERIALS CENTER (1968)

PRODUCT COORDINATOR: MARIE McMAHON

This is a slide/tape presentation, containing 145 slides, which deals with a variety of basic services provided by instructional materials centers. The program discusses planning for an IMC including analysis of population to be served, curriculum and goals. Examples of several cataloging and booking systems for instructional materials are presented. The role that the media center staff play in the instructional development process with teachers is stressed. The program presents several media production techniques which are described fully for those who are interested in additional slide/tape programs.

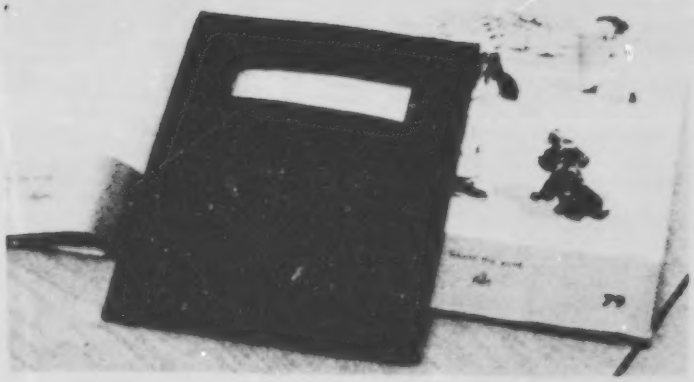
There existed a need to provide a model for teachers and associate IMC personnel to follow. Many teachers in the field were unsure of what to expect from an IMC.

Associate center staff have used the presentation with teachers and administrators to promote the concept of instructional materials centers. It has been of value as an introduction to IMCs for new staff members.

The slide/tape is somewhat dated at the present time, in that it is now six years old. A revision would be advisable, including changes in both the script and pictures.

BEGINNING AND UPPER LEVEL READING (1967-68)

PRODUCT COORDINATOR: MARIE McMAHON



This slide/tape program, containing 80 slides, is one of a series of programs designed in the area of education of the visually impaired. Many of the slides depict blind children at various stages of learning to read brailled material. Children are shown using both teacher-made and commercially produced materials. Suggestions are given for adapting a variety of existing instructional materials for use with the partially-sighted and blind.

This presentation was designed to present various methods for teaching reading to the visually impaired.

The use of this program increased demand for specific materials which were shown in use in the presentation.

The use of a mediated presentation to communicate teaching ideas is a much more effective method than a written description. The mediated presentation is nearer reality and provides a model for teachers to follow.

TEACHER-MADE MATERIALS FOR USE WITH HANDICAPPED CHILDREN (1968)

PRODUCT COORDINATOR: MARIE McMAHON

This is a slide/transparency/tape presentation which describes a variety of media production techniques utilized in teacher-made materials. The construction and use of flannel boards and acetate boards is detailed, along with examples of the boards in a variety of instructional uses. During the taped explanation of transparencies, the slide projector is turned off and the overhead projector is used to demonstrate the variety of effects achievable with transparencies.

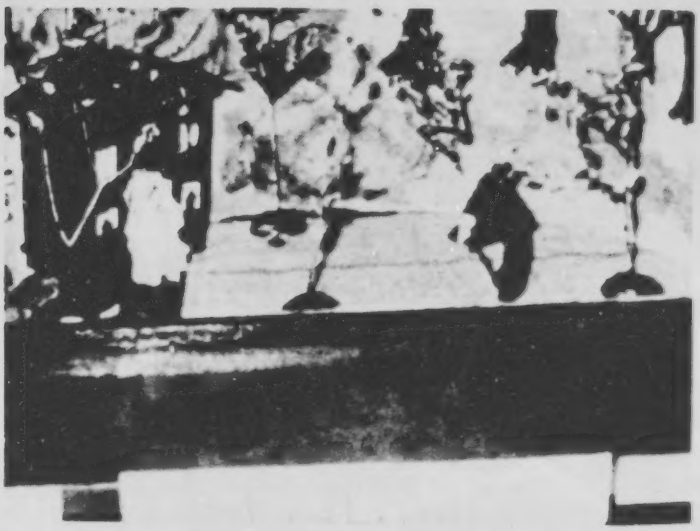
The presentation was designed to be used in production workshops conducted by center staff.

The presentation increased teacher use of media in the classroom. Teachers began developing materials and loaning them to other teachers in their schools.

The presentation was an effective way of showing the production of a variety of teacher-made materials without the necessity of repeatedly going through the process.

DIORAMAS: A SELF-INSTRUCTIONAL PROGRAM (1968)

PRODUCT COORDINATOR: MARIE McMAHON



This slide/tape, containing 52 slides, details the process involved in making dioramas. After discussing the characteristics of dioramas, a variety of student-produced dioramas are presented. Helpful hints for materials and techniques are provided.

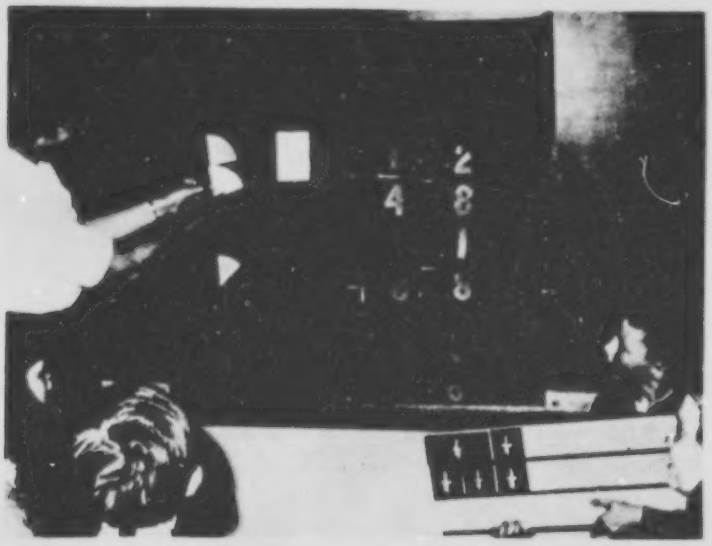
The program was developed to teach the construction and applications of dioramas in the classroom.

The presentation stimulated interest in the production of other types of teacher and student-produced materials. A number of dioramas produced by teachers were offered to the center for displays.

The mediated presentation has been very valuable in demonstrating a variety of teaching techniques to teachers.

FLANNEL BOARDS: A SELF-INSTRUCTIONAL PROGRAM (1968)

PRODUCT COORDINATOR: MARIE McMAHON



This slide/tape presentation, containing 56 slides, provides a comprehensive explanation of the production and utilization of flannel boards for teaching. The characteristics of the flannel board as a teaching medium are analyzed while showing examples of flannel boards actually produced by teachers. The use of three dimensional materials and the simulation of motion on the board are covered in this slide/tape. The program terminates with detailed step-by-step instructions for making a flannel board.

The presentation was developed to teach the construction and applications of the flannel board in the classroom.

Many teachers who used the program constructed flannel boards for their classroom. Students who designed instructional materials for use with flannel boards donated them to the center so they could be loaned to teachers in the field.

This presentation was a great success, resulting in a large degree of teacher production. The materials are extremely inexpensive, and the flannel board as a teaching medium allows a great degree of creativity on the part of the teacher. The teacher has complete and formative control of speed and sequence of learning process when the flannel board is used.

MULTIPLE-HANDICAPPED

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN

This slide/tape presentation, containing 60 slides, presents a variety of problems involved in the teaching of visually impaired/multiple-handicapped children. A variety of teaching strategies and activities are depicted, providing models for the viewing teachers to follow. Rather than list materials available from the center to assist in teaching this type of student, the presentation stresses the role of the teacher in implementing innovative and interesting teaching strategies using basic instructional materials.

The program was designed to present to new teachers and the general public the variety of instructional problems involved in the teaching of the visually impaired/multiple-handicapped.

The program resulted in an increase in contributions for the "Idea Series" regarding the teaching of visually impaired/multiple-handicapped.

A CHALLENGE FOR CHANGE

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN

This is a slide/tape presentation, containing 80 slides, dealing with the topic of individualized instruction. The presentation was developed in cooperation with the Jackson County Intermediate School District. The program discusses the role of a good teacher and the responsibilities of other members of the school team, ie, psychologist, social worker, etc.

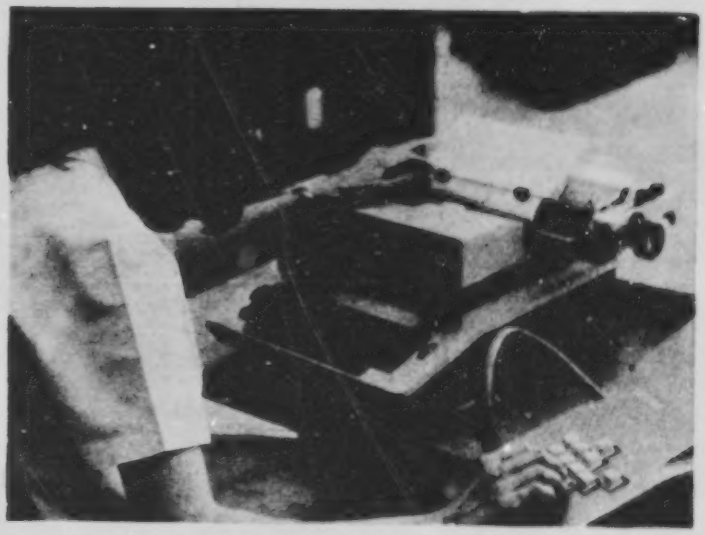
Jackson County ISD officials recognized the need to individualize instruction and felt a responsibility to make educators aware of their roles.

The presentation was shown to teachers in Jackson County ISD and as a result, several teachers borrowed instructional materials and redesigned their classrooms in order to provide individual instruction for their students.

It is recommended that this slide/tape presentation be revised in order to assure that all the facts are accurate.

BUSINESS PRACTICE MACHINES: HOME ECONOMICS EQUIPMENT (1967-68)

PRODUCT COORDINATOR: MARIE McMAHON



This slide/tape presentation, containing 38 slides, demonstrates specially designed equipment for the blind and partially-sighted. Visually impaired students are pictured learning how to use the braille calculator, keypunch, and dictating/transcribing machines. In the home economics portion of the presentation, students are pictured using items such as the brailled timer, tape measure, and scales.

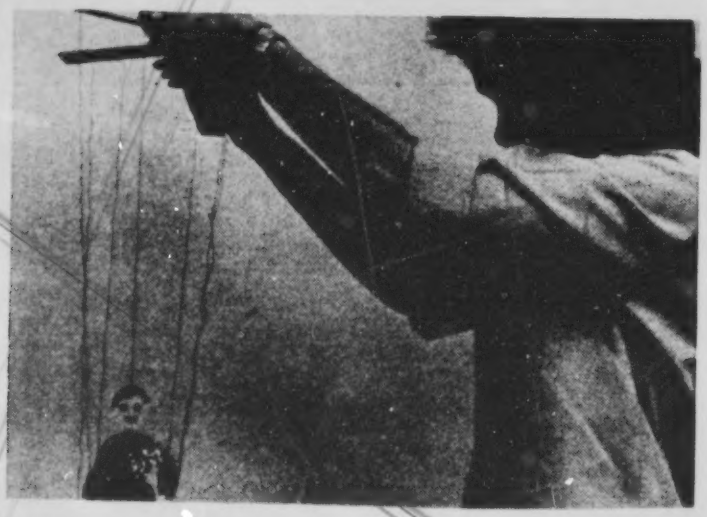
This program was designed to illustrate to teachers some of the useful instructional materials available which are adapted or designed especially for the visually impaired.

After using this presentation with teachers, the demand for the instructional materials designed or adapted for use by the visually impaired increased markedly.

The use of a mediated presentation to illustrate available materials for special applications is an effective and efficient mode of communication. The mediated presentation can show the materials in use by students. Materials displays are difficult to transport and set up. The use of a mediated presentation allows the instructional materials themselves to remain in teacher circulation during the presentation times.

PUPPETS: A SELF-INSTRUCTIONAL PROGRAM (1968)

PRODUCT COORDINATOR: MARIE McMAHON



This slide/tape presentation, containing 33 slides, commences with a discussion of the characteristics that puppets have which differentiate them from other media types. The majority of the presentation shows examples of a number of puppets with instructions on how portions of them are constructed.

This presentation was developed to teach the construction and applications of puppets as a teaching tool.

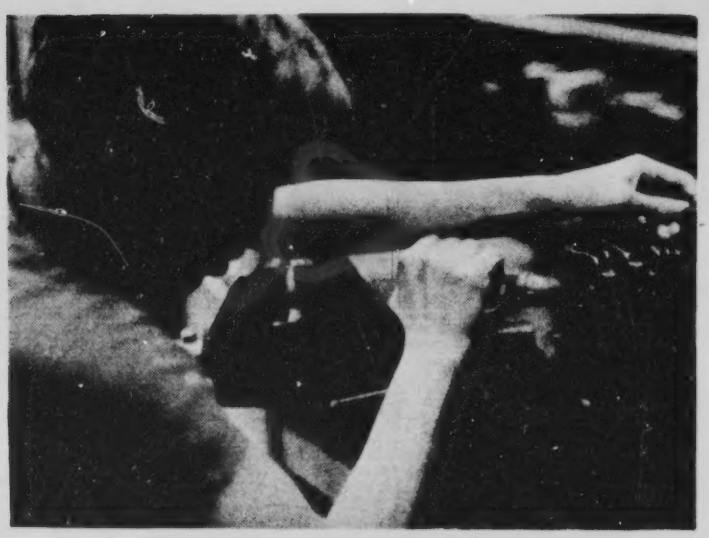
The presentation encouraged teachers to produce puppets for use in their classrooms. Many teachers traded puppets with teachers in their schools to tell new stories. Puppets were awarded to pupils for achievement in some situations. The center received many requests to borrow the slide/tape for workshops and teacher's meetings.

The self-instructional mediated presentation is an excellent communication channel for imparting new ideas for innovative teaching techniques to teachers. Many students enjoyed making puppets and writing their own stories.

INDUSTRIAL ARTS

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN



This slide/tape presentation, containing 66 slides, demonstrates visually impaired students involved in a variety of industrial arts activities. Students are depicted doing metal work, caning for chairs, small engine repair, and radio repair. Interspersed with the illustrations of students at work is a mediated bibliography of aids available for loan from the IMC collection which would assist in the teaching and application of industrial arts.

The program was developed to demonstrate that visually impaired students can be taught productive skills in the area of industrial arts. A second purpose of the program was to serve as a mediated bibliography illustrating materials available for loan from the center for use in the industrial arts curriculum.

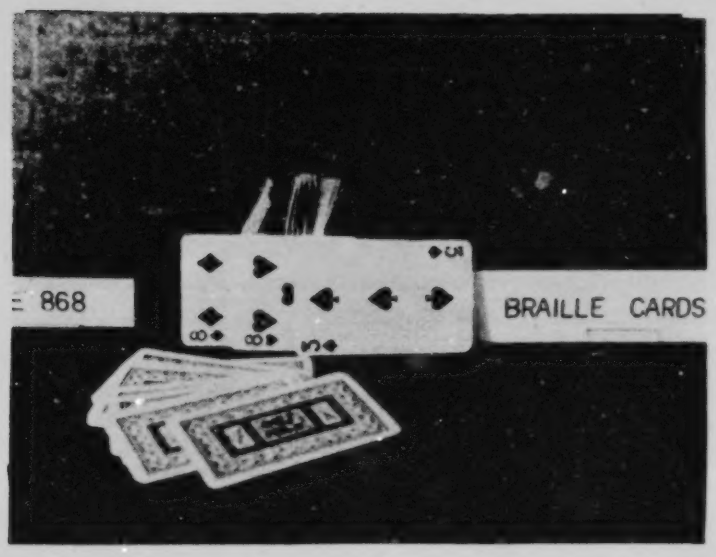
The use of the slide/tape presentation resulted in many requests from teachers who had viewed it regarding price and ordering information for a variety of the aids and instructional materials illustrated in the program.

The program served as an effective means for demonstrating that visually impaired students could be involved in all aspects of the general curriculum, despite their handicaps.

TOOLS OF DAILY LIVING

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN



This slide/tape presentation is actually a mediated bibliography of instructional materials in the center to be used in teaching daily living skills. Each slide in the set presents a glimpse of the material in use by students. All materials included are designed to be used with blind or partially-sighted students.

The program was developed to make teachers in the field aware of the variety of materials for the visually handicapped available from the center.

Requests for materials cited in the mediated bibliography increased circulation, and caused a demand so that additional copies of several of the items were purchased for the center's collection.

The slide/tape proved to be an efficient and effective method for making teachers aware of new materials. The use of mediated presentation allowed the materials to remain in circulation for students, rather than having them reserved for workshops and teacher fairs. Through the use of pictures of materials, teachers obtained a better idea of the contents and format of materials and were better informed before making selections of materials for loan.

READINESS #2 (1968)

PRODUCT COORDINATOR: MARIE McMAHON

This slide/tape presentation, containing 40 slides, hlights a variety of readiness materials in the center's collection which are designed for partially seeing children. It is really an audio-visual bibliography. The last portion of the presentation actually shows students using parts of the materials which are cited.

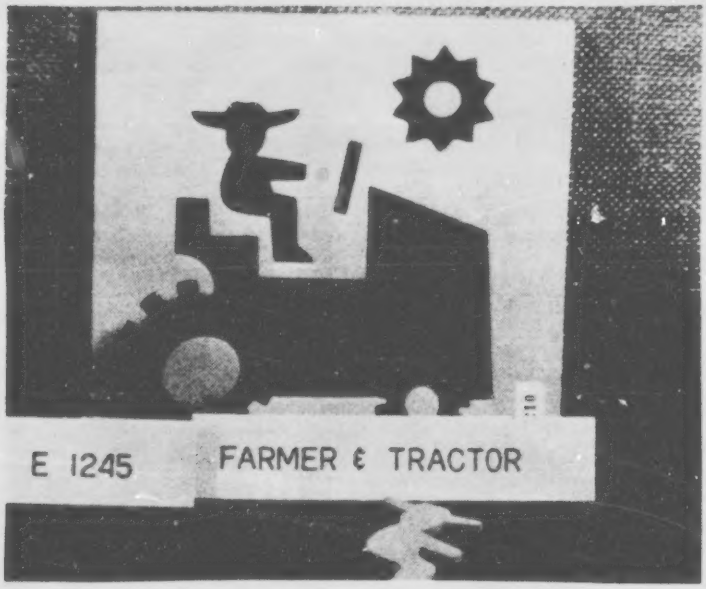
The presentation was designed in an attempt to make teachers aware of materials available on this particular topic.

A great borrowing demand was placed on materials cited in the presentation after it was used with in-service educators for the visually handicapped.

Presenting a materials bibliography in this manner seems to be a very efficient and effective method for making teachers aware of materials. Actual displays are very difficult to transport and set up, and many of the instructional materials are out on loan when desired for an exhibit or workshop. The projected visual image of the instructional material allows potential users to make a wiser selection of materials they wish to use.

READINESS PROGRAMS (1968)

PRODUCT COORDINATOR: MARIE McMAHON



This slide/tape program, containing 79 slides, is part of a series of presentations dealing with the education of the blind and partially seeing. A number of activities are depicted which contribute to orientation and mobility skill development.

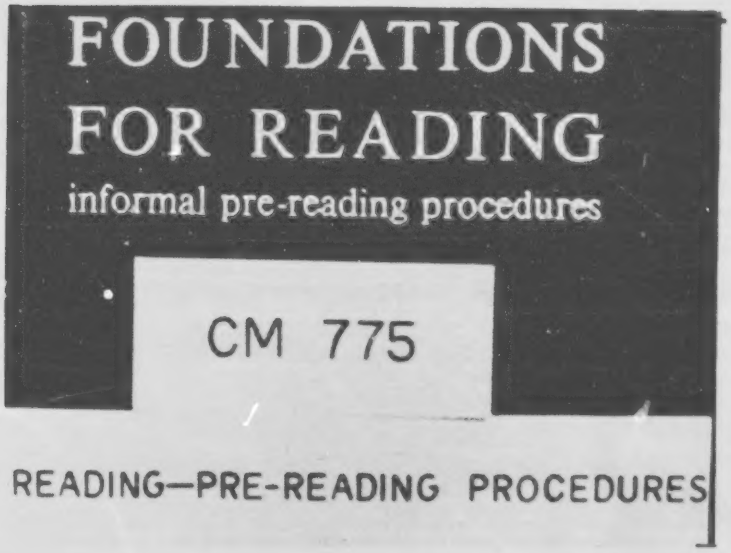
The presentation was designed to present various stages of readiness and readiness activities.

The presentation has been placed in the center's materials collection and has been used in in-service workshops and graduate and undergraduate teacher training classes.

The mediated presentation is much more effective in communicating the various readiness stages and activities than reading a printed description.

READING (1968)

PRODUCT COORDINATOR: MARIE McMAHON



This slide/tape presentation, containing 31 slides, is a mediated bibliography of materials in the center's collection dealing with reading and spelling skills for the visually impaired. Each slide depicts a different item from the collection--the call number is given for each of the items so that teachers can easily order the materials for loan.

This presentation was developed to assist in making teachers aware of what types of materials the center has in the area of reading and spelling for the visually impaired.

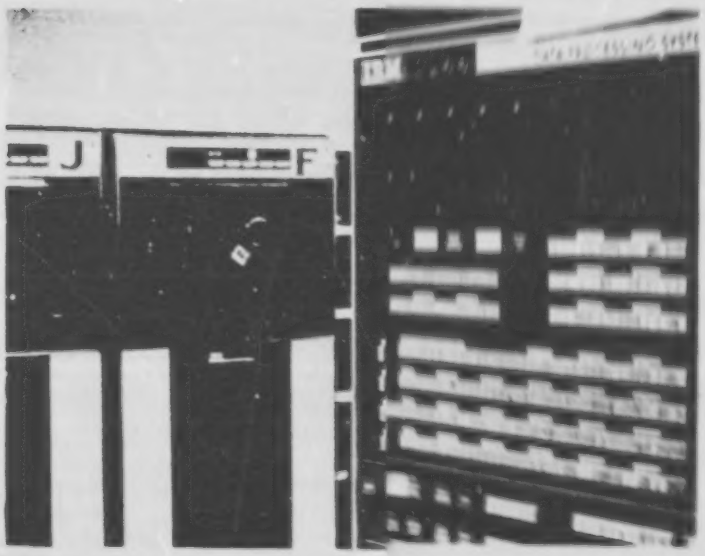
The particular items which were pictured in the presentation became quite popular after the program was shown to teachers in the field. After the presentation of the slide/tape, there followed a rash of requests for the materials from the region in which the presentation was made.

The use of a mediated presentation to illustrate available materials for special education is an effective and efficient mode of communication. The mediated presentation lies between the reality of the actual material and a written description of the material. Materials displays are difficult to transport and set up. The use of this presentation allows the materials themselves to remain in teacher circulation during the presentation times.

RESEARCH AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS

(1963)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



This slide/tape presentation, containing 42 slides, illustrates the research and development component of the center's activities. A research pattern consisting of four elements -- research-development-evaluation-availability -- is used by the center. The development, evaluation, and dissemination of the "Recorded Aid For Braille Music" is traced through these stages as an example of the basic research and development pattern used by the center. Several other center products are cited as results of the center's research and development efforts.

This presentation was developed to make teachers, students and the public aware of the research and development role of the center.

A number of people expressed a degree of surprise to learn that the IMC was not just a dissemination point for materials.

This presentation was a good way to make people aware of the research and development role of the center, while at the same time exposing them to a variety of materials produced by the center which were available for use with students.

RECORDED AID FOR BRAILLE MUSIC

(1963)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

This slide/tape presentation explains the objectives and utilization of "Recorded Aid For Braille Music" which was developed by the center to assist visually handicapped children in learning instrumental music. As the system is explained in the narrative, music in the background portrays the instructional tape and the student's attempt to model the music.

This program was developed as an introduction and self-instructional aid to the "Recorded Aid For Braille Music."

The use of the program reduced to nil the number of introductory questions asked about "Recorded Aid For Braille Music." Students and teachers wishing to learn about the system could ask for the slide/tape and within a few minutes be familiar with the program.

The presentation provided a good introduction to the system -- ons that could not have been equalled by a single individual attempting to explain it. Through the use of a mediated presentation, the viewer feels as if he has actually watched someone use the instructional system.

BUILDING AND ROOM NEEDS (1968)

PRODUCT COORDINATOR: MARIE McMAHON

This slide/tape program, containing 57 slides, discusses building and room needs for the blind and partially-seeing student. Depicted are the need for special desks, writing paper, lighting control, and storage space for braille and large type materials. The last portion of the presentation is a mediated bibliography picturing instructional materials available from the center on loan which are designed for use by the visually impaired student in the classroom.

This presentation was designed to demonstrate to teachers and administrators the need for special facilities and equipment for the visually impaired.

The center received questions regarding equipment designed especially for the visually impaired after the use of this presentation in a particular area.

The use of a mediated presentation is an effective and efficient mode of communication. The visual image is second only to having seen the situation in person. A written description of building arrangement and poor lighting conditions would not have been nearly as effective as the slides.

BRAILLE WRITER, SLATE AND STYLUS (1968)

PRODUCT COORDINATOR: MARIE McMAHON

This slide/tape presentation, containing forty-two slides, illustrates the use of the brailler, as demonstrated by a 6th grade student. The process is illustrated step-by-step, from the removal of the brailler cover to the actual use of the stylus to write. The presentation also includes an instructional sequence for the use of the brailler by left-handed students.

This presentation was designed to illustrate the proper use of the brailler by students. It is intended for pre-service teachers and others who have not been exposed to blind students who must use the brailler.

The presentation assisted pre-service teacher education faculty in explaining the use of the brailler.

Although the presentation was good, the use of a medium capable of showing motion would have made the program more effective.

OCCUPATIONAL THERAPY/ART

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN

This slide/tape presentation, containing 74 slides, depicts the occupational therapy and art programs at the Michigan School for the Blind. Following a brief description of the objectives and teaching techniques used at the School for the Blind, the slide/tape begins a series of case studies showing students involved in woodworking, weaving, and sewing activities. The last 14 slides in the program illustrate the activities of the art program at the School for the Blind. This section provides a variety of innovative ideas for art projects for the visually impaired.

The program was designed to illustrate the occupational therapy and art activities at the Michigan School for the Blind in an effort to stimulate the implementation of creative activities in other schools having an enrollment of visually impaired students.

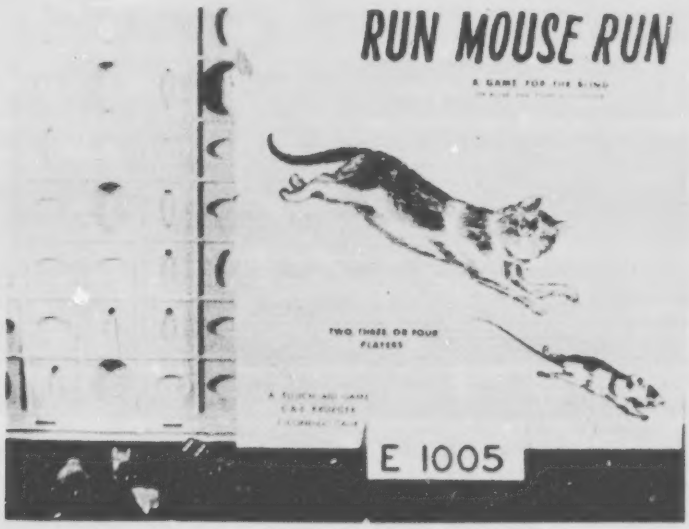
The Michigan School for the Blind reported an increase in teacher visits, many of whom indicated that they had been motivated by viewing this slide/tape presentation.

The slide/tape provides an efficient medium for exposure to another educational system short of an actual on-the-site field trip.

PHYSICAL EDUCATION/RECREATION/MOBILITY

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN



This slide/tape presentation, containing 39 slides, presents instructional activities and materials for teaching physical education to the visually impaired. The majority of the program depicts students involved in a variety of physical education activities. Activities such as swimming, running, bowling, and skating are included. The last portion of the program is a mediated bibliography of materials available from the center on loan to assist in the teaching and implementation of physical education activities.

The program was developed to illustrate to teachers a variety of methods for teaching physical education to the visually impaired. A second objective of the program was to inform teachers of materials related to this area which were available from the center for loan.

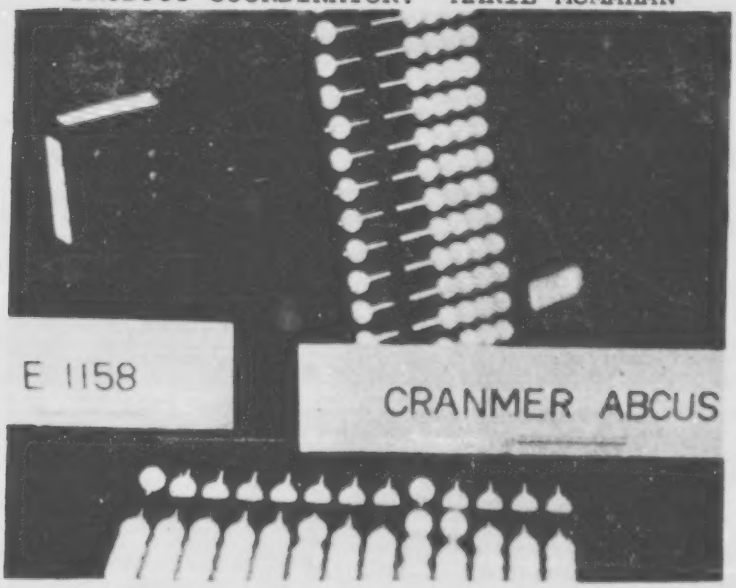
Requests to borrow and/or for sources of instructional materials included in the slide/tape presentation increased.

Although the slide/tape is more effective in describing these activities than a written narrative, the use of motion pictures would have been better portrayed than the activities discussed. A revision of the program, perhaps using 8mm film, is recommended.

MATH

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN



This slide/tape presentation, containing 78 slides, demonstrates the teaching of math concepts to visually impaired students. The program commences by relating the reading readiness slide/tape to readiness for math skills. Throughout the presentation materials available for loan from the center are depicted, forming a mediated bibliography. Children are shown in a number of learning activities for math, providing innovative teaching ideas for viewers of the program. The presentation contains a detailed section illustrating the use of a felt and wood clipboard for mechanical drawing.

The program was developed to demonstrate new materials and teaching techniques available in the area of math skills.

The demand for loan of materials included in the presentation increased markedly after the use of this slide/tape.

Again, the mediated slide/tape has been an efficient and effective medium for informing teachers of new materials and teaching techniques. Teachers can see pictures of the instructional materials in use. When they borrow the materials for use in their own classrooms, they need not spend a great deal of time studying the teacher's manual -- they have already seen the materials in use and can model the implementation from the slide/tape.

QUIZZING AND TESTING OF VISUALLY IMPAIRED PUPILS

(1963)

PRODUCT COORDINATOR: MARIE McMAHAN

This slide/tape presentation, containing 26 slides, demonstrates a variety of presentation and response methods to use in testing the visually impaired. Tests may be presented orally, in large type, or in braille. Student responses may be oral, pencil written, typewritten, or brailled. In the presentation, students are shown using large type and braille editions of some of the standard commercial tests available.

This presentation was designed to make teachers aware of the availability of commercially produced and standardized tests for use with visually impaired students.

After using the presentation in selected areas, the demand to borrow braille and large type tests from the IMC increased. Teachers brailled some of their own tests for use in classroom. The use of the IMC's primary typeface typewriter by teachers increased.

The mediated presentation again is a cost effective communication medium for developing awareness of new materials and techniques for in-service teachers.

PENCIL WRITING FOR THE BLIND/WRITING MATERIALS AND AIDS

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN

This slide/tape presentation, containing 61 slides, illustrates teaching techniques and instructional aids utilized in teaching the visually impaired to write in non-braille form. The program illustrates students using both the script and square handwriting. Addressing envelopes, writing checks, and signing signatures are included in the program. The last portion of the slide/tape is a mediated bibliography illustrating materials available on loan from the center to be used in writing skills with the visually impaired. The materials listed include both those for handwriting and brailling.

This presentation was developed to illustrate teaching techniques for instructing the visually impaired in handwriting skills. A secondary purpose of the program was to inform teachers of materials available on loan from the center to use as aid in this instructional process.

The use of this program increased requests to borrow the instructional materials from the center which were cited in the slide/tape.

It is recommended that this program be updated to include some of the newer materials and techniques which have been developed since 1968.

SOCIAL STUDIES

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN

This slide/tape presentation, containing 62 slides, presents materials and techniques for teaching social studies to the visually impaired. The use of commercially produced and teacher-made maps and globes and three-dimensional objects is demonstrated. The great value of the use of the overhead projector is illustrated with partially seeing children. The last half of the presentation is actually a mediated bibliography listing materials available from the center for loan which assist the visually impaired student in studying social studies.

This program was developed to make teachers aware of the variety of materials, both commercially available and teacher-made, which can be used to teach social studies to the blind and partially-sighted.

The use of the program increased demand on the loan of materials from the center which were presented in the program.

Again, the mediated presentation proved to be a cost effective communication medium for making teachers aware of new materials and techniques.

PSYCHOLOGICAL SERVICES

(1968)

PRODUCT COORDINATOR: MARIE McMAHAN

This slide/tape presentation, containing 41 slides, depicts students taking a variety of tests. The goals of the tests and follow-up therapeutic activities are explained. The role of the counselor as a sounding board is stressed, allowing the student to work through his own difficulties. Play therapy and the use of puppets are also shown in the program.

This presentation was designed to assist the teacher in implementing psychological services in educational programming to meet the needs of individual children.

The use of the presentation increased the number of questions received by the center regarding the availability of psychological services for handicapped children. Requests for the loan of the tests discussed in the program markedly increased.

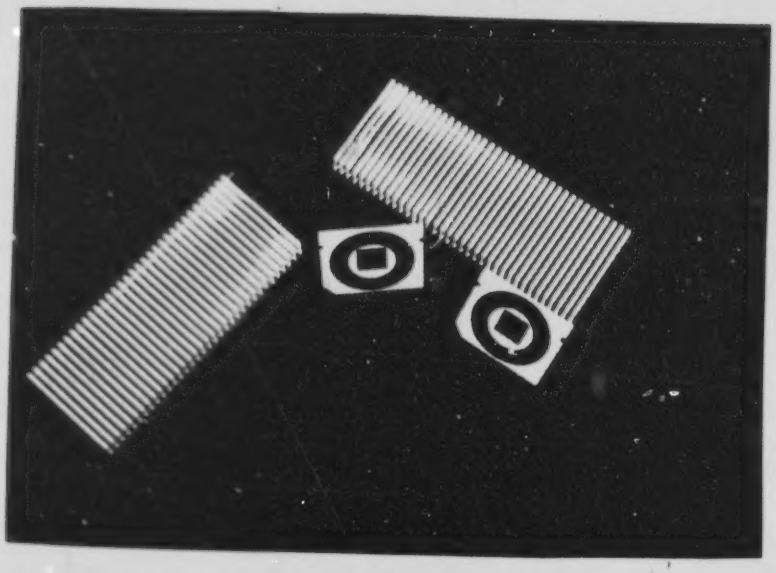
Again, the mediated presentation was an effective and efficient communication medium for creating awareness and a degree of acceptance to the teacher audience.

Information Retrieval System

With the development of the complex information retrieval system, a variety of retrieval services and indexes were produced. The center used a number of approaches to provide users with information regarding operations of the center and its retrieval system. The following pages highlight some of these services, activities, and products.

ORIENTATION TO THE USOE/MSU IMC/HCY (1972)

PRODUCT COORDINATOR: MAXWELL J. MOORE



This is an audio-visual presentation designed as a guide to using the center for new patrons. The presentation is prepared for use with the 3M sound/slide system, model 125A. The audio narration for each slide is recorded on a special frame for each respective slide. The presentation explains the scope and use of the center, detailing the use of the variety of computer printed catalogs to assist in locating materials within the center. A variety of the major journals in the center are described along with their scope and specialty area.

The presentation was developed to meet the need for an individualized, mediated orientation to the center. Staff time to individually explain all aspects of the center to single students was becoming excessively time-consuming.

Students can learn about the services, resources, and retrieval techniques of the center without requiring vast amounts of staff time. Personnel time can be more efficiently allocated to more sophisticated research and patron assistance.

The utilization of a mediated program can in many cases provide a more effective communication channel for learning while presenting a more cost-effective allocation of resources.

INFO-PAK #IS-1 INFORMATION SYSTEM (1973)

PRODUCT COORDINATOR: MAXWELL J. MOORE

Info-Pak #IS-1 is a description of the information system of the RSEIMC as it was as of the spring of 1973. It was intended for researchers, librarians, and information specialists who are interested in the operations and functions of the center's information system.

The Info-Pak consists of a five minute overview cassette tape describing the intent and contents of the package, and a 45 minute detail tape explaining the operations of the center and describing each of the 17 enclosed documents used by the center.

A set of six flow charts trace the acquisition of materials for the center through the steps of selection, verification, ordering, physical processing, abstracting and indexing. Through the use of the cassette tape, Mr. Moore explains each section of the bibliographic order file and the order/abstracting/indexing forms developed and used by the center. Included in the package is an explanation of the catalogs produced by the center and a brief description of the Basic Information Retrieval System (BIRS) which is the basis of the center's retrieval system.

The Info-Pak includes a description of the Question/Answer Service, the Education Information Services, and the Browsing Catalogs.

Many questions had been received from both special and general educators throughout the country regarding the operation of the various components of the center's information retrieval system. Attempts to respond to such recurring requests by written correspondence or telephone conversation proved to be time-consuming and inefficient. The need existed for an accurate and comprehensive communication medium describing the varied services and operations of the center's information system activities.

With the development of the Info-Pak, questions regarding the information system can be answered simply, effectively, and efficiently by mail. The requester can repeat portions of the tape which need reiteration and can copy documents in the package in which he is interested. The comprehensive scope of the Info-Pak greatly reduces the number of follow-up questions requesting clarification or elaboration on specific components of the information system.

The acceptance of the Info-Pak #1 suggests that future development of such Info-Paks would be an effective and efficient strategy for documenting and communicating the development of not only the information system, but a variety of center operations.

The combination of the print audio media provide a personal quality that is not achieved in written reports.

EXPLANATION OF USOE/MSU IMC-HCY INFORMATION SYSTEM (1968)

PRODUCT COORDINATOR: CARL OLDSEN

This package was prepared as an instructional aid to assist in the explanation of the center's information system to prospective users. The package consists of handout copies of a sample printout and eight transparencies to be used in making presentations to groups.

The sample printout which is to be distributed to each prospective user illustrates a typical search request and possible answers which would result in using the Basic Indexing and Retrieval System (BIRS). This handout was the precursor of the Question/Answer Service Checklist. The handout indicates the three major items which must be included for all questions and givesthe address to which questions should be mailed.

The transparencies are designed as a visual stimulus and are to be supplemented by a narrative description during the presentation. They describe the process of encoding material into the center data base for Question/Answer retrieval. The transparencies include examples of the various computer-printed indexes to the data base, forms for the explanation and evaluation of the Question/Answer Service, and a statement of the Center's borrowing regulations.

The package was developed to facilitate the effective presentation of knowledge about the center's information center.

The use of the transparencies minimize the need for handouts and assures that all listeners are attending to the correct information on the projected image during group presentations.

It seems advisable to package materials such as this for group presentations. This method assures better advance organization, allows time for development of more professional mediated presentations and provides continuity of presentations when made by a variety of center personnel.

A copy of the printout is provided in Appendix B, pp. 413-16.

CIRCULATION STATISTICS

(1966-74)

PRODUCT COORDINATORS: CARL OLDSEN, MAXWELL MOORE, RANDY GROSS

IMC CIRCULATION STATISTICS

1966-1974

Audio-Visual Materials	5,238
Curriculum Materials	10,565
Documents	20,428
Equipment	6,480
TOTAL	42,711

Since the dissemination of materials from the center began, detailed circulation records have been maintained regarding both the materials and users. For the purpose of the final report, a brief summary as depicted in the block above will suffice. The statistics are grouped according to the four general format categories used in the materials collection.

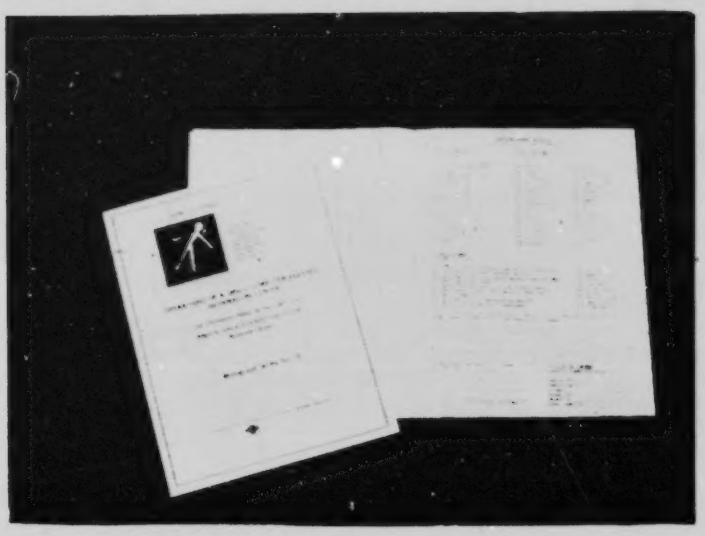
The circulation records were maintained in an effort to monitor the use of the center in regards to types of materials and patrons. The statistics have been invaluable in the calculation of a variety of cost-effective measures.

The maintenance of circulation records has enabled the center to identify the most popular "high use" items. This information has been useful for associate centers in making materials selections and for the regional center decisions as to decisions on the purchase of additional copies of materials.

The circulation records have been valuable in monitoring the effects of topical materials displays and workshops. Records have enabled the staff to identify associate centers and service regions which have not been using regional center services to best advantage, thus assisting in directing public relations and orientation efforts.

OPERATIONS OF A SMALL COMPUTER-ASSISTED INFORMATION CENTER (1972-73)

PRODUCT COORDINATOR: MAXWELL J. MOORE



A 14 page summary of descriptive study conducted to assess the general nature of information needs of special education-related users as reflected by their use of the Question/Answer service of the IMC-HCY Center. Also cited are the parameters of these users' interaction with the Center. Includes a sample form of the Question/Answer check list.

The purpose of this summary is to present results of a study conducted to assess the needs of the special education practitioners, especially as these relate to the services of the IMC-HCY Center.

Informal feedback from associate SEIMC personnel within the 3 state region indicated that this publication was useful in establishing a local materials Center.

This publication describes but one facet of the information-gathering activities of special education. It is suggested that several alternatives be explored and any or all be adapted to meet specific needs.

ADVISORY COUNCIL FOR ACQUISITIONS
(1969-70)

PRODUCT COORDINATOR: CARL OLDSEN

Perhaps more commonly known as the Materials Selection Committee, this group varies in size from 7-8 members. Membership in the council has varied from year to year according to various members' availability. The primary goal of the council is to plan strategies for and make recommendations to secure additional acquisitions for the center's central collection. The council meets periodically to review the existing collection, analyze the needs for additions as expressed by patrons and other professional education personnel, and to determine the appropriate action to take.

The council was established to facilitate input from educators in the field regarding new acquisitions to the central collection.

The council has met periodically during the center's existence. Actions have been of a recommendation nature. No issues have arisen which require the Council to make a definite decision as to whether to purchase a particular material.

The input of a group of in-service professionals is a necessary component of a materials center striving to maintain a viable collection.

BROWSING CATALOGS
(1970)

PRODUCT COORDINATOR: CARL OLDSEN

The Browsing Catalogs are topical bibliographies of materials included in the SEIMC collection. At the present time, there are nearly 200 of these mini-catalogs. They were developed in 1970, as a result of an analysis of the Question/Answer Service. Many of the questions processed by the Question/Answer Service were alike in nature and could be answered with similar materials. Rather than generate a computer printed list of materials for every question, the most common questions could be answered with a pre-packaged list of materials. Upon this basis of economy the foundation of the Browsing Catalogs was laid.

In addition to being used to respond to Question/Answer inquiries, they provided an excellent method for "browsing" through materials in the SEIMC collection which pertain to a particular area of interest. Entry into the appropriate Browsing Catalog is achieved through the Browsing Catalog Index which indexes the catalogs both by subject and category. The Browsing Catalogs allow a patron to browse through materials keyed to a particular grade level, subject and disability category. Complete bibliographic and descriptive information is included in the Browsing Catalogs. There is no need to use the shelf-list or detailed indexes of the SEIMC's central information retrieval system. The Browsing Catalog approach is more efficient when a patron has a general idea of his needs rather than a specific list of descriptors.

During the summer of 1973, 30 complete sets of the Browsing Catalogs were duplicated and distributed to Indiana Teacher-Trainers and Michigan Curriculum Resource Specialists.

The purposes of the Browsing Catalogs are to:

1) Provide a list of answers to the most often asked questions

from the Question/Answer Service.
2) Provide a browsing approach to the SEIMC collection for those having only a general idea of their topic of interest.
3) Provide retrieval and access for the materials in the collection after the Question/Answer Service and computer operations at the SEIMC were terminated in 1973.
4) Provide ASEIMCs with a catalog from which they could select materials for loan from the RSEIMC or possible purchase.

The results of use are as follows:

1) The use of the Browsing Catalogs to answer some of the questions received by the Question/Answer Service reduced the cost of running duplicate or similar questions repetitively on the computer.
2) Browsing Catalog use reduced the frustration level of center patrons who were unfamiliar with the use of the SEIMC's main information retrieval system.
3) Browsing Catalogs allowed ASEIMC personnel to assist teachers in selecting materials to borrow from the RSEIMC.
4) Reduced catalog searching time at the RSEIMC since ASEIMCs could request materials for loan by specific item number rather than subjects.

Due to the bulk of paper (approximately two cubic feet) involved in each set of Browsing Catalogs and the problems involved in filing the nearly 200 Browsing Catalogs, several ASEIMCs found them difficult to use.

DUAL DICTIONARY (1970)

PRODUCT COORDINATOR: CARL OLDSEN

The Dual Dictionary is a set of two identical dictionaries, each containing an alphabetical list of all descriptors used to index the materials collection. Following each descriptor is a list of all abstract numbers for which the respective term is a relevant descriptor.

After locating a descriptor of interest in each of the dual dictionaries, one scans columns of abstract numbers for coincidences. The list of resulting abstract numbers may be checked against additional descriptors if desired. The final list of abstract numbers is checked in the center's shelflist catalogs to retrieve bibliographic information and the actual abstracts.

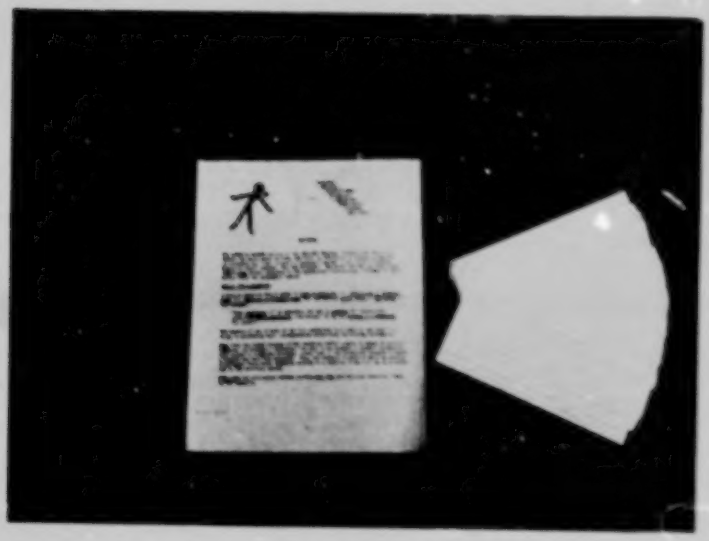
A method was needed for searching for materials by descriptors in the center on demand, without waiting for a response through the computerized Question/Answer Service.

The Dual Dictionary has been of great value to the center personnel in locating materials for walk-in patrons. It was used extensively when the Question/Answer Service was inoperative.

When using a computerized information system, it is important to provide a manual back-up system, so that materials may be retrieved on demand in the event the automated system is inoperative.

QUESTION/ANSWER SERVICE (1968)

PRODUCT COORDINATOR: CARL OLDSEN



The Question/Answer Service is a retrieval approach allowing individuals to query the materials collection data base for items which meet their specific needs. Checklists are provided for both professional materials and instructional materials. By indicating on the checklist the type of material, curriculum or interest area, handicap or strength area, and general age group, the requester receives a computer printed list of materials in the data base which meet his particular needs. The abstracts are also printed, allowing patrons to make judicious selections of materials to request for loan or purchase.

With the use of a computerized data base, it is possible to retrieve information based upon individually prescribed needs or interests. In an attempt to deliver individualized, relevant responses to patron requests, the goal of a computerized Question/Answer Service was set.

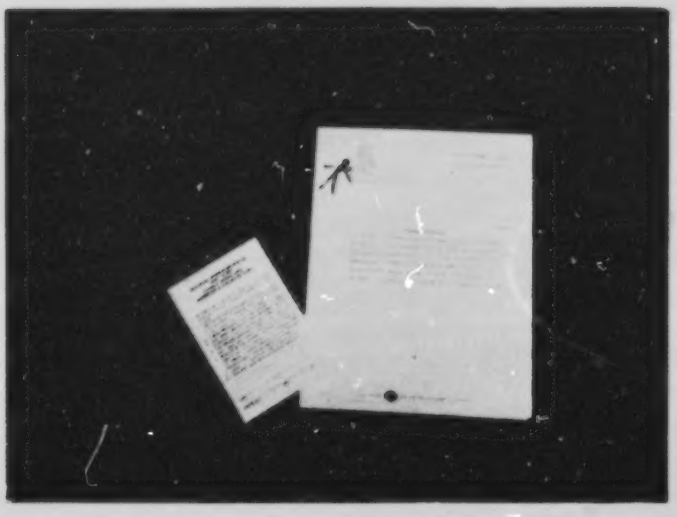
Since its inception in January of 1968 until its termination in the spring of 1973, a total of almost 9000 questions were processed by the Question/Answer Service. Evaluation of the service has been an ongoing project. Over half of the respondents indicated all or nearly all of the abstracts they received in their answer were relevant.

The Question/Answer Service proved to be an invaluable asset to the center's goal of serving patrons needs regarding instructional materials. The significance--perhaps necessity--of the service was made especially evident when the service was discontinued in the spring of 1973. Questions received after that date required a manual search of the center's catalogs. Arriving at a relevant compilation of materials to answer each question proved to be a very time-consuming process. The discontinuation of the Question/Answer Service was considered a great loss to both patrons and center personnel.

A Question/Answer brochure including request forms and evaluation card can be found in Appendix B, pp. 417-24.

EDUCATION INFORMATION SERVICE
VISUALLY HANDICAPPED/DEAF-BLIND (1971-72)

PRODUCT COORDINATOR: CARL OLDSEN



The Education Information Service for Visually Handicapped/Deaf-Blind was a subsystem of the main information retrieval system of the GLRSEIMC. A duplicate data base was developed for the over 1200 materials in the collection which were categorized in these areas. A computer printed shelflist of the material was developed, along with author, title, and publisher indexes. Sets of these catalogs were distributed to the regional centers to assist them in verifying and locating materials for their patrons. Through the regional centers checklists for the Education Information Service were distributed. The checklist asked for the type of material, subject area, disability and age level. The answer abstracts returned to the requester consisted of less than 25 bibliographic citations with descriptions which met the criteria of the question.

Since the GLRSEIMC had acquired a comprehensive holding of materials for the Visually Handicapped and Deaf-Blind, it was desirable to make the retrieval information on these materials available nationally rather than only within the tri-state service region through the Question/ Answer Service.

During the existence of the Education Information Service, over 1000 checklists for computer-printed responses were processed. A one year assessment of the service was conducted for the period of September 1971 to September 1972. Of all the respondents to the Evaluation cards, slightly more than half believed all or nearly all of the answer abstracts were relevant to their question. Almost three quarters felt the number of abstracts were sufficient for their needs. Regarding timeliness, patron evaluators showed that 74% waited three weeks for answer abstracts.

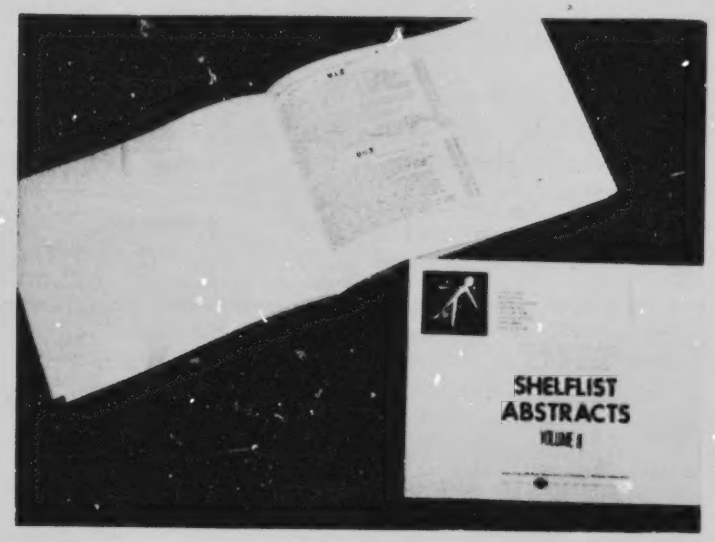
While the majority of participating SEIMCs made efforts to publicize the service within their region, the substantial variations among the regions

in the actual numbers of questions forwarded to the MSU SEIMC for processing tended to indicate that teachers in some regions of the network were unaware of the existence of the service capability. More publicity through the nationwide media serving educators of the deaf/blind, visually handicapped would have resulted in much greater numbers of users.

An Education Information Service - Visually Handicapped/Deaf-Blind brochure with checklist can be found in Appendix B, pp. 425-31. (The evaluation card for this service was the same as that found on p. 424 of Appendix B.)

CHILD-USE AND MEDIA BASED TEACHER-USE CATALOGS (1973)

PRODUCT COORDINATOR: MAXWELL J. MOORE



The Child-Use and Media Based Teacher-Use computer-produced shelflist and category index represent a subset of the total data base of the RSEIMC. Only those materials involving actual use by the student or making use of media for use by teachers are included in this catalog. The materials meeting these qualifications account for approximately 1700 of the total 6500 materials in the collection. The two-volume shelflist contains bibliographic and descriptive information about each of the Child-Use and Media Based Teacher-Use materials in the collection in accession number order. Access to these is provided by the Child-Use and Media Based Teacher-Use category index which identifies the bibliographic data for each item according to the following categories:

AD - Administration
AH - Aurally Handicapped
CH - Chronic and otherwise Health Impaired
CN - Crippled and Neurologically Impaired
DB - Deaf-Blind
ED - Emotionally Disturbed
GC - Gifted
HH - Deaf and Hard of Hearing
LH - Language Handicapped
MH - Multi-Handicapped
MR - Mentally Retarded
PH - Physically Handicapped
PS - Psychology
SE - Special Education
SI - Speech Impaired
TT - Teacher Training
VH - Blind and Partially Seeing
XX - All Others

Seventy-five copies of the Child-Use and Media Based Teacher-Use catalogs were produced during the summer of 1973 and distributed to Indiana Teacher-Trainers and Michigan Curriculum Resource Specialists and Consultants.

The creation of the Child-Use and Media Based Teacher-Use catalogs was precipitated by the network's decision to have the RSEIMCs purchase

and circulate only materials of child-use or media-based teacher-use.

The development of a catalog of this scope facilitated the selection of loan materials by ASEIMCs. The teachers' choice of classroom use materials from the child-use and media based teacher-use catalogs was not cluttered by the inclusion of professional and research oriented materials.

The major criticism of the Child-Use and Media Based Teacher-Use catalogs was the lack of indexes other than the category index. Several of the categories were very broad and contained a large number of abstracts. Searching through an entire category of materials proved often to be a time-consuming task. A subject index would have been a useful addition to the set of catalogs.

PRESCRIPTIVE INSTRUCTIONAL MATERIALS MANUAL INFORMATION RETRIEVAL SYSTEM (PrIMMIRS) (1973)

PRODUCT COORDINATOR: MAXWELL J. MOORE

The PrIMMIR System is intended principally for retrieval of child-use materials in conjunction with the multi-faceted demands of prescriptive or diagnostic teaching. The materials in the holding are those of a child-use nature or those which contain a child-use component. The child-use instructional materials holdings could include all types of manipulatives: equipment, games, toys, kits, film media, audio media, and printed materials. The retrieval vehicle is an 8 x 10 inch edge notched card. The PrIMMIR System is designed for a small IMC whose collection is not expected to exceed 10,000 titles over a five to ten year period. Personnel to develop and operate the PrIMMIR System could be limited to a part-time professional to make selections and supervise the data entry, indexing, and retrieval efforts, and a full-time clerical to complete the job of data entry and coding.

The dilemma facing both the special educator and the librarian or media coordinator is the method for the translation of "prescriptions" or diagnosis into a program of materials for the remediation of learning problems. As more and more educational materials are produced, the problem is compounded. The customary way of retrieving relevant items -- teacher or librarian knowledge of discrete materials--becomes susceptible to information overload or memory failure. Instructional materials center personnel have a responsibility to handicapped children through their teachers in the matter of prescriptive or diagnostic teaching. This responsibility can be met, in part, by the adoption of a materials retrieval system which will answer the needs of prescriptive teaching methods and which, at the same time, will encourage teacher-educators to use such methods.

Attempts have been made in the past to meet the materials needs of prescriptive or diagnostic instruction; however, for many local or regional instructional materials centers, the traditional library card catalog has been the single formal retrieval method to match student needs with

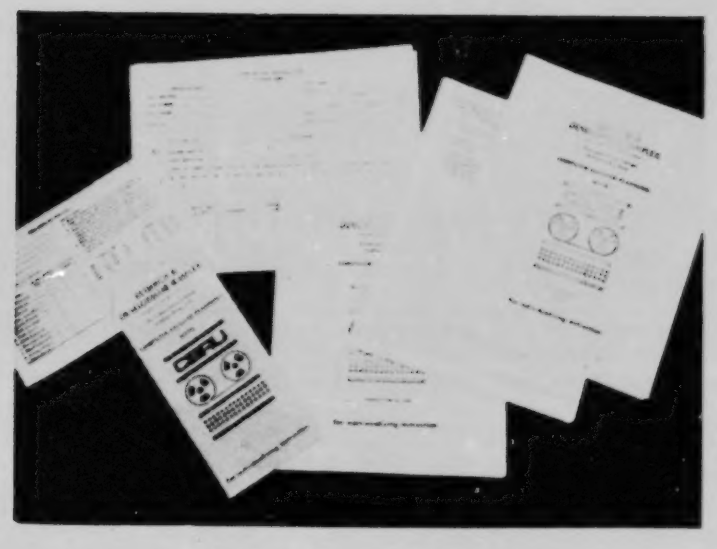
center holdings. An examination of the basic criteria found in many "prescriptive" materials systems would indicate that, though a traditional card catalog could contain enough cards to represent the numerous criteria of a "prescription," the manual task of file searching and matching would be discouragingly long. In fact, the task of simply filing cards after a production run could be extensive.

Copies of the PrIMMIRS manual were distributed to all associate centers in Michigan and to Ball State University, Indiana University and Purdue University in Indiana. At the present time none of the centers have fully implemented the system, but several are considering it with some slight local modifications.

The PrIMMIR system affords a realistic solution to prescriptive material retrieval to the small center with limited staff. There is need for continued innovative solutions to the problem of individual prescription of instructional materials. One of the reasons for the lack of immediate adoption of the system is perhaps the nature of the centers to whom the information has been distributed--they all serve regions and perceiv a need for printed catalogs for distribution to teachers.

A sample PrIMMIRS card is included in Appendix B, p. 432.

COMPUTER BASED RESOURCE UNITS (1973-74)



Computer Based Resource Units (CBRU's) are computer printed collections of content information materials, activities and evaluation devices for teaching specific instructional units. The CBRU operation is based at the Research and Development Complex at the State University of New York College at Buffalo. There are 41 instructional units currently available in the computer system. After selecting one of these units, teachers can select from a list of objectives those which they would like their total class and individual class members to master. When completing the requests form for the guide, the teacher can include student interests, developmental tasks, reading level, mental age, chronological age and physical handicap. These variables are all considered by the CBRU system when the request is processed. The teacher receives a computer printed CBRU guide which is specifically tailored to the student's needs.

Dissemination and coordination of the CBRU service was through Michigan CRSs and CRCs and the Indiana Teacher-Trainers. Dr. Kenneth Cross conducted a one-day workshop in September, 1973, on the utilization of CBRU for Michigan CRSs and CRCs. RSEIMC staff conducted the CBRU workshop for the Indiana Teacher Trainers in November. All request forms were mailed to the RSEIMC for proofreading before being forwarded to the Buffalo processing center.

At the request of the Indiana and Michigan State Departments of Education, the RSEIMC subsidized the CBRU service to educators in the two states.

Of over 1000 CBRU units subsidized by the center, less than 1% were used in Indiana. At the present time an evaluative survey is being distributed to teachers in the region who have subscribed to the CBRU units.

Several of the associate centers have expressed concern over future availability of CBRU. They plan to purchase them for their teachers in the future. In Michigan, Macomb Intermediate School District has purchased the CBRU data base on magnetic tape and plans to make the service available to Michigan educators at a minimal cost.

In-Service Workshops

The following pages describe the various in-service training sessions planned, designed, and evaluated by the GLR SEIMC in cooperation with the three state departments of education within the region, local school districts or ASEIMC personnel, other IMC/RMC units, and other federal projects.

SPECIAL EDUCATION LEADERSHIP WORKSHOP: "IN-SERVICE TRAINING TECHNIQUES" (1971-72)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

The Regional Center sponsored and conducted a two-day workshop in East Lansing for teacher-trainers within the three-state service region. In addition to the 37 teacher-trainers from the region, there were six participants from other regional SEIMCs. The workshop consisted of eight intensive training sessions in which the participants were actively involved in learning experiences. Prior to the workshop, each participant had completed a pre-assessment form which aided the workshop staff in establishing the workshop objectives and in designing appropriate training materials.

At the beginning of the workshop, each participant was given a learning contract and was asked to check those tasks which he would be expected to complete during the two-day session. At the summary session, each participant completed a follow-up learning contract in which he indicated the degree to which he felt he had accomplished each task. The participants were also asked to complete a Participant Reaction Form, a short questionnaire about general reactions to the workshop.

The participants were given a long-term contract and were asked to check those items which they would hope to accomplish after this workshop. The contract included items which had a two or three month time limit.

The purpose of the two-day workshop was to provide training in designing, conducting, and evaluating in-service workshops for teachers.

The evaluation results indicate that the participants developed an increased awareness of the major roles of a good in-service educator;

competencies in designing in-service workshops and skills in conducting and evaluating in-service workshops.

It can be concluded that this type of interactive experience enhances the development of in-service educators and therefore, it is recommended that training sessions of this nature be conducted on an on-going basis to provide continuity to the training program for in-service educators.

The Final Report - "Leadership Workshop" - February 14-15, 1972 is included in Appendix B, pp. 435-501.

SPECIAL STUDY INSTITUTE: "IN-SERVICE TECHNIQUES AND METHODS FOR CURRICULUM RESOURCE CONSULTANTS (1970-71)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

In cooperation with the Michigan Department of Education, the Regional Center designed and conducted a one-week in-service training session for prospective curriculum resource consultants.

The purpose of the week-long workshop was to prepare participants to conduct in-service training with teachers.

Verbal feedback of the participants indicated that they felt they had developed self-confidence and expertise in conducting workshops and as a result of the week's training, felt more secure in their roles as in-service educators.

It is recommended that training sessions for in-service educators be continued on a regular basis to provide opportunity for the in-service educator to develop additional skills and competencies.

A planning form, report form and evaluation results can be found in Appendix B, pp. 502-15.

CRC FOLLOW-UP MEETING

EAST LANSING, MI. (1971-72)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

As a follow-up to a one-week Special Study Institute, the Regional Center staff met with the Institute participants in order to assess their present roles and to relate institute activities to their current roles.

The purpose of the meeting was to identify and describe problems in the role of a Curriculum Resource Consultant; to share experiences and to propose solutions for one another's problems.

As a result, the meeting culminated in group-work reports as tape-recorded suggestions for a training tape to supplement a booklet developed during the summer institute.

From the results of the follow-up evaluation, it can be concluded that the institute participants had become active in their role as in-service educators and viewed the institute as an invaluable aid in preparing them for their roles.

A planning form, report form and evaluation are included in Appendix B, pp. 516-23.

PRE-WORKSHOP ORIENTATION SESSION (1971-72)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

In cooperation with the Indiana Department of Public Instruction, Division of Special Education, a series of workshops were planned for Indiana teacher trainers. The initial session was an orientation program designed to develop the role of an in-service educator.

The purpose of this orientation session was to introduce prospective trainers to the role and responsibility of an in-service educator and to develop within them an awareness of problems which may be encountered.

The workshop was very successful in that it stimulated interaction and discussion among the participants; verbal feedback indicated that at the end of the session, participants felt more self-confident in their role as a teacher trainer.

It can be concluded that an orientation session to develop an awareness of the role and responsibility of an in-service educator provides a solid foundation for the planned training sessions.

A planning form and report form are included in Appendix B, pp. 524-26.

WORKSHOP: "SELECTION AND USE OF COMMERCIALLY AVAILABLE MATERIALS"
INDIANAPOLIS, INDIANA (1971-72)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

This is the last of a series of four workshops planned in cooperation with the Indiana Department of Public Instruction, Division of Special Education for Indiana Teacher-Trainers.

The purpose of the workshop was to conduct a field test of the In-Service Series #II - "Selection and Use of Commercially Available Materials."

The field test provided the Regional Center staff with feedback relating to the design of the workshop materials which enabled them to revise the materials accordingly.

It is recommended that in-service training of this type be continued to up-grade the skills of the Indiana teacher-trainers.

A planning form, report form, and the evaluation of this workshop can be found in Appendix B, pp. 527-36.

WORKSHOP: PROGRAMMED EXPERIENCES (1971-72)

"USE OF GAMES, SIMULATIONS, AND ROLE-PLAYING IN THE CLASSROOM"

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

Upon request from the Oakland School System of Pontiac, Michigan, the Regional Center staff participated in their in-service program for special education teachers. The field services coordinator was responsible for planning with the Oakland School System. After workshop topics and dates were established, the field services coordinator met with the media/materials development unit to assist in the design of the workshop materials.

The purpose of this workshop was to cooperate with the Oakland Schools in providing information to special educators about the use of instructional games and simulations with handicapped learners.

The workshop participants developed an understanding of the criteria needed to design an instructional game, an understanding of role-playing, and an ability to apply these techniques to teaching.

It is recommended that such workshops, in which teachers are actively involved in learning, be continued.

A planning form, report form and evaluation are included in Appendix B, pp. 537-41.

WORKSHOP: "INNOVATION IN PERCEPTUAL-MOTOR PROGRAMMING"

SOUTH BEND, INDIANA (1971-72)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

This workshop was the third of a series of four workshops planned in conjunction with the Indiana Department of Public Instruction, Division of Special Education, for Indiana Teacher Trainers.

The purpose of the workshop was to conduct a field test of the In-Service Series #VI - "Innovation in Perceptual Motor Programming."

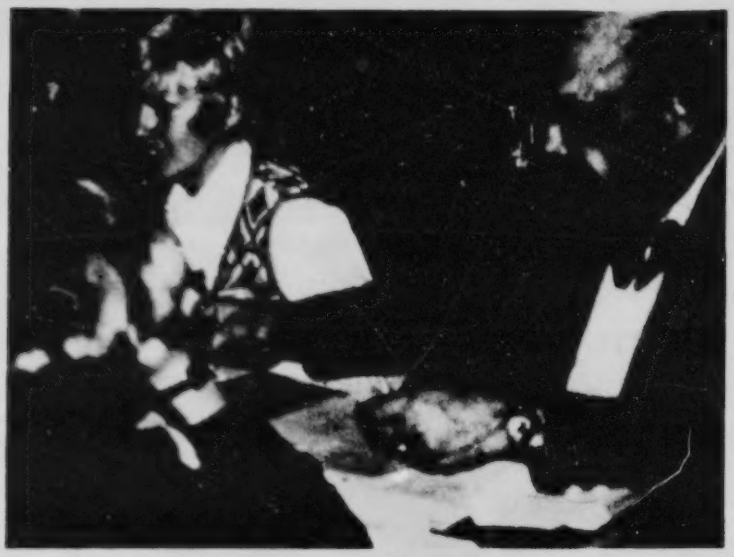
The field test provided the Regional Center staff with feedback relating to the design of the workshop materials which enabled them to revise the materials accordingly.

It is recommended that in-service training of this type be continued to up-grade the skills of the Indiana Teacher-Trainers.

A planning form, report form and the evaluation of this workshop are included in Appendix B, pp. 543-52.

WORKSHOP: "DESIGN AND USE OF INSTRUCTIONAL MATERIALS"
HUNTINGBURG, INDIANA (1971-72)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH



This workshop was the second of a series of four workshops planned in cooperation with the Indiana Department of Public Instruction, Division of Special Education for Indiana Teacher-Trainers.

The purpose of the workshop was to conduct a field test of the In-Service Series #II - "Design and Use of Instructional Objectives."

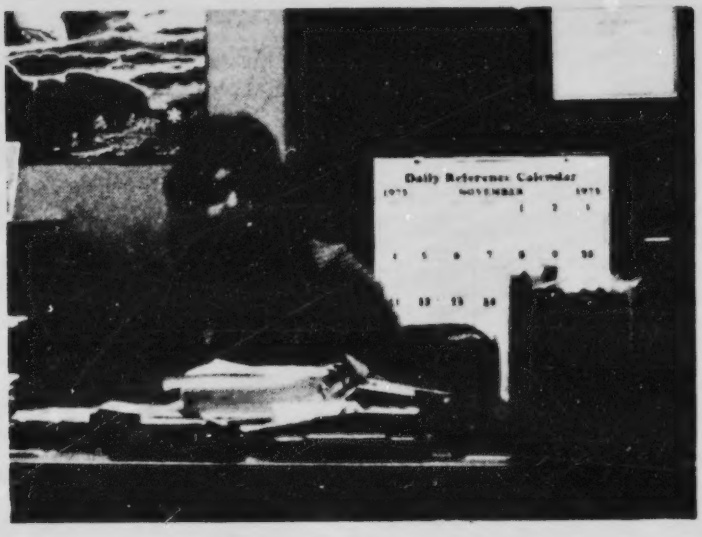
The field test provided the Regional Center staff with feedback relating to the design of the workshop materials which enabled them to revise the materials accordingly.

It is recommended that in-service training of this type be continued to up-grade the skills of the Indiana teacher-trainers.

A planning form, report form and evaluation of the workshop can be found in Appendix B, pp. 553-60.

WORKSHOP SCHEDULE (1972-73)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH



During the 1972-73 fiscal year, the Regional Center, in cooperation with the state departments of education within the region, planned a series of 14 in-service training sessions to be conducted throughout the region. During the year, each procedure that was utilized at a workshop training session was field-tested and then made available to in-service educators in Indiana, Michigan and Ohio. The field services coordinator contacted each state department and cooperated in establishing field-test sites and then contacted local personnel who served as local coordinators for the workshop sessions.

Teacher trainers from the three states were sent descriptive brochures and reservation cards which they completed and returned to the regional center. In some instances, where it was necessary to involve classroom teachers, the local coordinator assumed the responsibility of contacting the required number of teachers.

The purpose for developing a schedule of workshops was to provide field-test sites for in-service training materials being designed throughout the year.

The field-tests of the scheduled workshops provided the regional center staff with feedback which enabled them to refine the training materials.

The feedback resulting from the field-tests indicate that it is necessary to continue field testing newly-developed training materials in order to meet the needs of prospective users.

It is recommended that users also adapt materials to satisfy specific needs and to share this information with the designer of the material.

A brochure, reservation card, letter to local coordinators, and a confirmation letter are found in Appendix B, pp. 561-68.

TRI-STATE LEADERSHIP WORKSHOP

(1972-73)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

This two-day in-service training session was planned in cooperation with the three state departments of education within the region and designed by the regional center staff to meet the needs of in-service educators as designated by each state department of education.

The purpose of the training session was to provide participants with a variety of experiences in the design, conduct, and evaluation of in-service workshops. The entire two-day workshop was organized around a modular schedule thereby allowing each participant to select those sessions of most relevance to him. An opportunity to evaluate several in-service training materials was also made available.

The results of the Participant Reaction Form indicated that the participants felt that the sessions were relative to their needs and that they would utilize them in carrying out their local in-service programs.

It is recommended that training sessions of this nature be continued to provide in-service educators an opportunity to develop their skills and enhance their roles as in-service educators.

The announcement letter, follow-up letter, and evaluation results can be found in Appendix B, pp. 569-87.

IN-SERVICE SESSION

RUDYARD, MICHIGAN - SEPTEMBER 20-21, 1973

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

Two-day sessions focused on the following: (a) changes in the Center's operational procedures on checking out of materials and cataloging; (b) the use of the Computer Based Resource Units (CBRU); and (c) guidelines for product development. Also discussed was a review of Dr. Stepp's Media Institute and the goals and objectives for in-service sessions for 1973-74.

The purpose of the session was to up-date field information related to the services of the Center and to provide training on product development.

The session provided the field with clarification on operational procedures of the Center and training on product development. Generated motivation and stimulation among participants as reflected in their respective evaluation feedback.

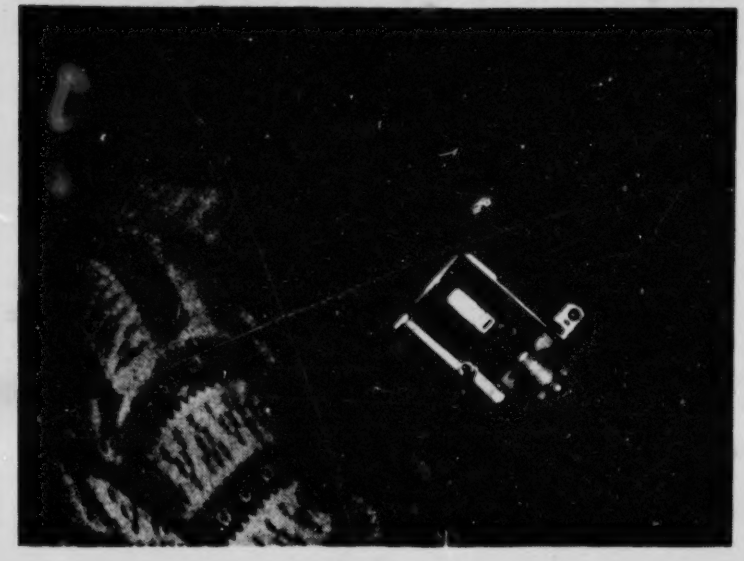
More sessions should be organized along similar lines. Sessions generated enthusiasm, hence considerable training was affected.

For the agenda of the session and an evaluative summary, see Appendix B, pp. 588-92.

MEDIA WORKSHOP

October 11-12, 1973

PRODUCT COORDINATOR: SUE ANN YOVANOVICH



Two-day session conducted in cooperation with the Midwest Regional Media Center for the Deaf at the University of Nebraska in Lincoln. Sessions focused on ideas related to the practical application of media in the classroom.

The purpose of the workshop was to provide participants with the basic skills necessary to the design, selection, and/or utilization of educational media in the teaching/learning process.

Demonstrations and direct application activities during the sessions provided the teacher/participants with the basic skills and information on the effective utilization of media in the classroom.

Similar workshops should be organized for CRSs and CRCs so that they could conduct similar sessions for teachers in the future. The workshop activities generated enthusiasm among participants, hence, wider application of media in their classrooms can be anticipated.

See Appendix B, pp. 593-97, for the workshop agenda and objectives.

MEDIA WORKSHOP (1973-74)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

This workshop was organized for Michigan CRSs and CRCs. Discussions, presentations, and other related activities primarily focused on the many possibilities of media utilization in special education classrooms. Also presented were some procedures involved in the development of instructional materials such as slides, transparencies and super 8 mm films.

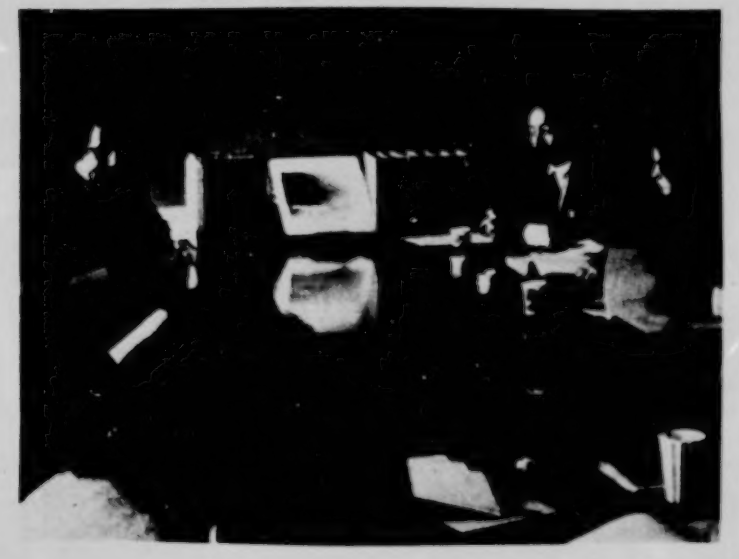
The purpose of the workshop was to present to the field the many possibilities of media utilization and at the same time develop competencies in the construction and development of media materials for use in special education.

A keener awareness of the possibilities of media utilization in special education was generated and competencies in the development and/or production of related materials were developed, as evidenced by the evaluation feedback.

It is recommended that similar workshops along this line be conducted with emphasis on "hands on" activities.

INDIANA IN-SERVICE WORKSHOP (1973-74)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH



One day sessions primarily devoted to the operational procedures and services of the Great Lakes Region SEIMC. Discussion also stressed the use of the browsing and Child-Use and Media Based Teacher-Use Catalogs and the Computer-Based Research Units. A presentation of Select-Ed was also conducted.

The purpose of the workshop was to disseminate information related to the services of the center, especially along operational lines.

The sessions provided the field with clarification on operational procedures of the center, hence resulting in more meaningful utilization of the resources available therein.

Sessions such as these evidently lead to more awareness of available services, thus enriching the quality of service to the handicapped. It is recommended that more sessions of this type be conducted.

A copy of the agenda can be found in Appendix B, pp. 598-99.

PROGRAM PROFILES FOR THE SEVERELY AND PROFOUNDLY MENTALLY RETARDED (1973-74)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

Organized for Indiana Special Education workers, the workshop focused on methods of planning sensible modification of behaviors among the severely and profoundly mentally retarded. Discussions and activities stressed the various patterns of behavior and the procedures involved in observing and classifying them.

The workshop was conducted by Dr. Martha S. Rowland, of the University of Virginia.

The purpose was to provide information on the behavior patterns of the severely and profoundly mentally retarded and to develop teacher competencies in assessing and classifying these patterns.

As evidenced by feedback from participants, the workshop resulted in more awareness of the many possibilities that could be worked out with the severely and profoundly mentally retarded.

There is a need for more dissemination of information on innovative procedures related to the assessment of behavior patterns. More sessions along similar lines should be conducted to provide teachers with more insight into the problem.

A copy of the agenda and the workshop evaluation is included in Appendix B, pp. 600-605.

WORKSHOP ON INSTRUCTIONAL DEVELOPMENT SYSTEM
OCTOBER 18-19, 1973

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

Two-day session conducted for CRCs and CRSs. Activities and discussions focused on two areas--the effective definition, development, and evaluation of various instructional development processes and operational procedures related to such Center services as the PrIMMIRS keysort card system, the cataloging system, and the Prescriptive Materials Retrieval System (PMRS) or Select-Ed.

The purpose of the workshop was to provide the field with the basic and fundamental skills necessary to the effective development and utilization of instructional development processes.

The workshop provided the participants with basic skills and competencies needed in the effective use of instructional development systems. Participants were made aware of the potential of instructional systems, hence, enthusiasm and active participation were generated.

There should be more workshops geared towards the development of competencies on the effective use, design, and evaluation of instructional development processes. Evaluation feedback reflects timeliness and usefulness of the workshop participants.

The Agenda of the Workshop, sample worksheets and evaluation feedback are included in Appendix B, pp. 606-10.

WORKSHOP ON BEHAVIOR MODIFICATION

NOVEMBER 29-30, 1973

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

Two day session organized for personnel in the field. Discussions and activities were focused on behavior management and basic concepts related to programming, modification and/or reinforcement of behavior. Meaningful exercises on classroom control were conducted to provide participants with a better insight on behavior management.

The workshop was conducted by Larry J. Masat of the University of Kentucky SEIMC.

The purpose was to provide the field with information on the current trends in behavior management and/or modification.

Participants were provided information necessary to effective utilization of behavior modification strategies. Feedback from them reveal the knowledge gained from the sessions.

Feedback from the participants reflects a need for more in-depth approach. Similar workshops should be conducted to reinforce basic knowledge gained from this one.

The agenda, worksheets and evaluative feedback from this workshop can be found in Appendix B, pp. 611-20.

CRC AND CRS IN-SERVICE WORKSHOP
FEBRUARY 22, 1974
PRODUCT COORDINATOR: SUE ANN YOVANOVICH

This workshop was organized to assess the concerns of the workers in the field and at the same time present results of other workshops and their relative impact on the area's effects in special education. Also discussed was project "I Can," a Physical Education Project for the handicapped under the direction of Dr. Janet A. Wessel, Michigan State University.

The purpose of the workshop was to acquaint the field with the aspects of project "I Can," especially as these relate to their work with the handicapped. Also, this workshop provided the CRCs and CRSs with a proper setting to thresh out problems and decide on priorities related to their work with the handicapped.

The sessions generated renewed stimulation and enthusiasm. Some common concerns were discussed and a consensus regarding work priorities was achieved.

It is recommended that sessions of this sort should be continued so that the workers will be provided with a chance to take stock of what has been done, what is being done, and what will be done in the future.

A copy of the agenda is found in Appendix B, pp. 621-622.

THE ROLE OF THE SPECIAL EDUCATOR IN PARENT COUNSELING
INDIANAPOLIS, INDIANA (1974)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

This is a workshop conducted for workers in the field and focused on clear definition of the special educator's role in parent counseling. Some views on and implications of the problem, plus strategies derived from professional and parent recommendations were discussed. The participants were also provided with a bibliography of related books and materials.

The workshop was conducted by Dr. Raymond Dembinski of Northern Illinois University, DeKalb, Illinois.

The purpose of the workshop was to provide the field with information regarding the role of special educators in parent counseling especially as it relates to their relationships with the handicapped children they work with.

The workshop provided the participants with more knowledge about the problem of parent counseling and more understanding of parents' feelings and expectations.

Feedback from the participants reflects the appropriateness of the workshop topic.

A copy of the agenda and evaluation feedback is included in Appendix B, pp. 623-31.

INDIANA MEDIA WORKSHOPS FOR TEACHERS OF THE DEAF

(1973-74)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

In cooperation with the Indiana Department of Public Instruction and the Midwest Regional Media Center for the Deaf, the Great Lakes Region Special Education Instructional Materials Center conducted two media workshops, one at South Bend, and the other at Indianapolis, for teachers of the deaf.

The purpose of the workshops was to provide teachers with "hands-on" lab experiences in the development and use of slides, transparencies, and instructional television.

The participants demonstrated an increased awareness of the many possibilities of media utilization and also developed skills in the utilization of these.

It is recommended that similar workshops be conducted with emphasis on "hands-on" experiences.

An agenda and a preparatory letter from the Regional Media Center for the Deaf can be found in Appendix B, pp. 632-636.

TRAINING TEACHERS TO TRAIN PARAPROFESSIONALS (1973-74)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

Sessions focused on the role of the teacher in the effective training of paraprofessionals. Discussions also stressed the role of the paraprofessional and the various approaches by which his/her services can be effectively utilized in the classroom.

The workshop was conducted by Dr. Ardis Weiss of Berlin, Wisconsin and David Braukman, Coordinator of the Special Education Regional Resource Center, Cincinnati, Ohio.

The purpose of the session was to up-grade teacher competencies in the supervision and training of paraprofessional for more effective service in the classrooms.

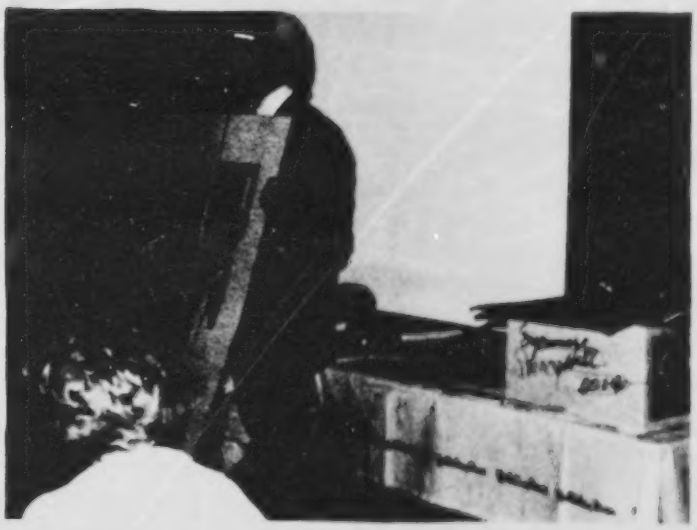
Teachers were made more aware of the importance of their role in the supervision and training of paraprofessionals.

Sessions generated renewed awareness of the important role of the paraprofessional as a supportive person in the classroom setting. Similar sessions should be conducted to assess the effectiveness of paraprofessional services with an eye towards approaches that would enrich quality of these services.

An agenda and evaluation are found in Appendix B, pp. 637-42.

STATE EDUCATION AGENCY SIMULATION EXERCISE WORKSHOP (SEASE) - MARCH 20, 21, 22, 1974

PRODUCT COORDINATOR: SUE ANN YOVANOVICH



This three-day workshop was organized and conducted for special education workers in Indiana. Discussed were simulation strategies relating to group and organizational role and behavior, problem-solving analysis, planning, and personnel training. Exercises were conducted along similar lines to reinforce discussion.

The workshop was conducted by Dr. Donald Sage of the University of Syracuse and representatives of the United States Office of Education.

The purpose of this workshop was to provide the field with competencies relating to strategies involved in group role and behavior, and other related areas in organizational management.

The feedback revealed that the participants derived meaningful experiences during the sessions and that these could go a long way in making their work with special educators and the handicapped more enriching and reinforcing.

Simulation exercise workshops are effective because they make possible active interaction among participants. It is recommended that more of these should be conducted to render more meaning to special education efforts in the field.

An agenda for this workshop can be found in Appendix B, pp. 643-47.

THE MONTEREY PROGRAM FOR LANGUAGE DISORDERS (1973-74)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

This workshop was organized for Indiana Special Education personnel, particularly those working in the area of Speech. Focused primarily on the Monterey Program for Language Disorders, discussions dealt extensively with the possibilities of the program, especially as these relate to the assessment of language development among children.

The workshop was conducted by Dr. August Mauser of Northern Illinois University.

The purpose of the workshop was to acquaint the field with the possibilities of the Monterey Program for Language Disorders and develop competencies necessary to its effective use in special education.

Positive reaction towards the program and awareness of its potentials evolved among the participants as shown in the evaluation feedback.

Evaluation results show the efficient organization of the workshop and the relevance of the subject area to the participant's work. More sessions of the type are recommended as these could generate more meaningful service to the handicapped.

An agenda and the evaluation feedback are included in Appendix B, pp. 648-57.

EARLY CHILDHOOD EDUCATION FOR THE MULTI-HANDICAPPED
APRIL 26, 1974

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

The discussion and activities of this workshop focused on a workable diagnosis and evaluation of developmental disabilities among the handicapped, especially as these relate to their learning behaviors. Also discussed were the services provided at the Blick Clinic for Developmental Abilities in Tallmadge, Ohio.

The workshop was conducted by Dr. Robert Lance, staff member of the Blick Clinic.

The purpose of the workshop was to provide the field with information on the latest trends in diagnosis and evaluation of developmental disabilities.

The workshop resulted in up-graded competencies along with diagnostic and evaluative processes necessary to effective prescriptive teaching.

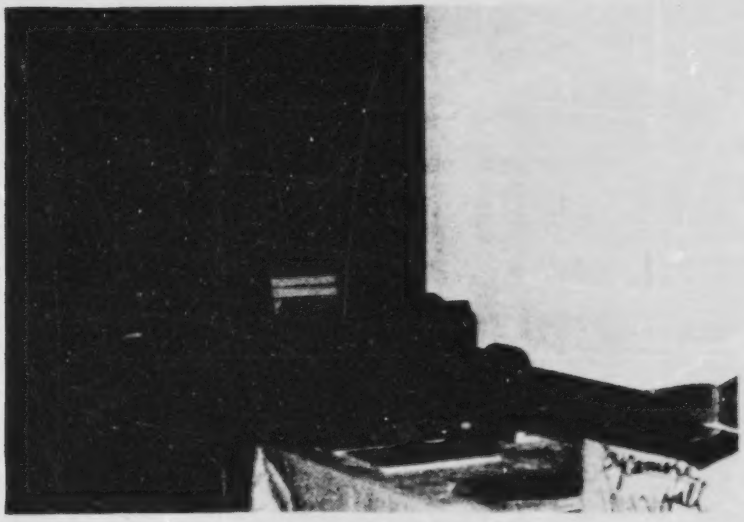
The workers in the field should be kept abreast of innovative procedures and methods, hence, more workshops along similar lines should be encouraged.

Evaluation feedback from this session is found in Appendix B, pp. 658-62.

BI-STATE WORKSHOP

MAY 16-17, 1974

PRODUCT COORDINATOR: SUE ANN YOVANOVICH



This two-day workshop was conducted for Michigan and Indiana in-service educators and special education staff. Discussed were different strategies involved in parent counseling, especially as they relate to relationships with handicapped children. Also discussed were methods of developing instructional materials for auditory learning and the utilization of instructional simulations and games in teacher training workshops. The impact of the center upon the region during its eight years of operation was also reported, discussed, and evaluated.

The purpose of this workshop was to provide the field with the latest trends in parent counseling and auditory learning, and to apprise the field of the center's impact upon the reinforcement of the region's efforts to render a more meaningful service to the handicapped.

The field was made more aware of the importance of the center to special education in the region. Discussions on parent counseling and instructional materials development helped up-date competencies along these lines.

It is imperative that the field be made aware of the importance of the center's services; this would result in more appreciation of efforts exerted in its operation. It is recommended that workshops similar to this one be regularly organized and conducted.

The agenda for this workshop can be found in Appendix B, pp. 663-65.

WORKSHOP: ACCOUNTABILITY MODEL FOR STATE EDUCATION AGENCY STAFF

JUNE 11, 1974

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

This workshop was conducted for the Indiana special education staff. Discussions focused on accountability, particularly as it relates to special education. Also discussed were uses of accountability in management and consultation.

The workshop was conducted by Dr. Harrold Spicknall, Supervisor, Special Services Unit, Michigan Department of Education and Mr. Jan Baxter, liaison representative, Division of Vocational Rehabilitation and Special Services Unit, Michigan Department of Education.

The purpose of this workshop was to acquaint the field with the latest trends on accountability, especially in management and consultation.

The feedback shows that the participants derived clarified concepts of accountability and this afforded them clearer perspectives on its application to special education.

The subject matter discussed was timely and the participants were made aware of their role in accountability. Similar workshops should be conducted along these lines.

An agenda of the workshop can be found in Appendix B, pp. 666-69.

3

Media and Materials Development

Throughout the eight-year history of the Great Lakes Region SEIMC at Michigan State University, the design, development, and evaluation of media and materials have been integral aspects of the total program. The GLR SEIMC recognized the importance of instructional development in the original proposal for funding when it named the Learning Systems Institute, an instructional design unit within the College of Education at Michigan State University, as one of the two parties to the university's proposal (the other being the Department of Elementary and Special Education.)

During the length of the project three distinct foci for the development of instructional materials were established. To better understand the operation of the GLR SEIMC, a brief look at these foci provides clarification of the emergence of what has evolved into the media and materials development unit.

The original focus for the development of instructional materials was child-use materials. In the early years of operation this focus was exemplified by the development of materials such as "The Suitcase Tutor" and the "Recorded Aid for Braille Music." (See pp. 144 and 145.) Paralleling this was the early leadership of the GLR SEIMC within the national network in developing a systematic plan for the evaluation of instructional materials. This plan is outlined in "Position Paper 1—Evaluation of Instructional Materials." (See chapter 2, p. 26 and Appendix B, pp. 239-44.) By focusing on both the development and evaluation of materials it would be possible to systematically assess the current availability of material within the field of special education and also develop appropriate instructional materials to meet identified needs.

The second phase in the development of materials began when the USOE requested the GLR SEIMC, and other units in the national network, to reinvest their efforts in developing materials for in-service training of teachers. This phase evolved because of the vast amounts of instructional materials that were already available yet not being effectively used by teachers. It was felt that effective in-service training of teachers would provide the link between the available materials and their effective use with handicapped children.

The GLR SEIMC entered into this phase by developing numerous teacher-training materials that were built upon a common set of instructional attributes. The teacher-training materials had to (1) be self-contained and able to be administered by a local teacher-trainer without the necessity of an expert; (2) involve the teacher in the learning experience through an interactive activity; (3) be consistent in medium and encourage the adoption of new teaching strategies through the practice of these strategies in the activity; and (4) be modular in design to allow individual teacher-trainers to implement series of training materials over time. As will be noted in the description of materials developed by the GLR SEIMC, numerous teacher-training workshop materials were designed, ranging from the development of basic teaching skills through the use of specific instructional materials.

Prior to the project's last year of operation, the USOE mandated a third focus by requesting that the development of instructional materials for teacher training be laid aside in favor of the return to the development of child-use materials. The GLR SEIMC thus created a series of integrated strategies that concentrated on the auditory mode of instruction—specifically, the evaluation, design, and development of instructional materials for children who learn best through the auditory channel. The final year of operation of the GLR SEIMC was marked by large investments of staff time in the development of these materials. The product sheets that follow, as well as

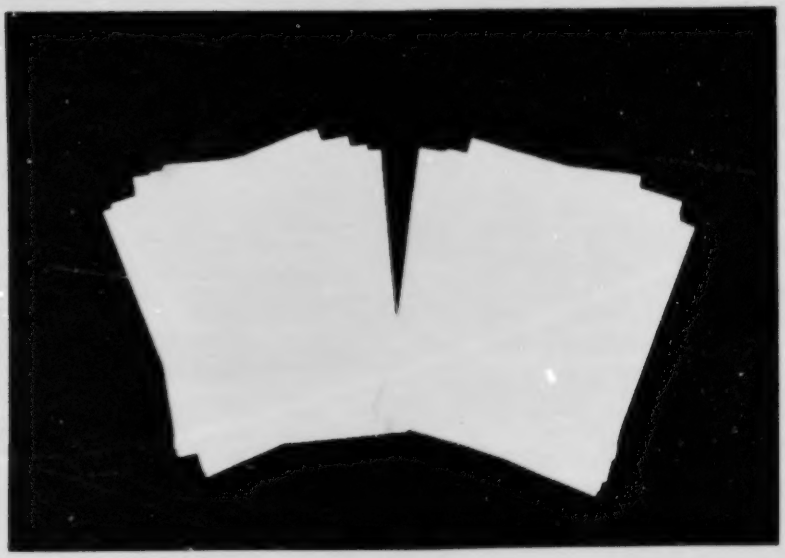
Appendix C, detail the accomplishments of the media and materials development unit in the area of auditory instruction.

It has been the philosophy of the GLR SEIMC that good instruction has basic characteristics regardless of the audience to which it is delivered. Because the primary concern has been design and learning and the audience to which they are delivered has been secondary, the changes in focus throughout the project's history have been easy to accommodate. This is not to say, of course, that the audience is not important. The audience, however, can be best accommodated through effective instructional procedures that facilitate learning with any audience.

In addition to highlighting instructional materials in the area of auditory learning, the GLR SEIMC also established and coordinated a network-wide Consortium on Auditory Learning Materials for the Handicapped. Through the operation of the consortium, it was possible to provide impetus to other network units to further examine the potential of auditory learning for handicapped children

The pages that follow outline a large percentage of the products (instructional materials) that have been designed, developed, and evaluated by the GLR SEIMC. The products are organized in chronological fashion according to the year of their development. The staff member primarily responsible for the product is noted along with a picture of the product, a description of the product, frequently a reference to a copy of a product in Appendix C, and suggestions and recommendations for future disposition of the product. At the end of Appendix C (pp. 1325-1408) are some final evaluations of various aspects of the media and materials development unit, particularly the teacher-training kits.

PRODUCT OPINION PAPERS (1967)



The Product Opinion Papers was developed as a systematic procedure for disseminating information drawn from the on-going evaluation of instructional materials. Each Product Opinion Paper related information about a specific instructional material. The information contained on the paper was a collation of responses to the MSU SEIMC's evaluation form by selected teacher-evaluators within the three state region.

Each Product Opinion Paper included the results from at least three evaluators, and in cases where the information was in conflict, more than three evaluations were reported. The format of the Paper was so organized to allow speedy perusal of the information by a teacher for decision making.

The production and publication of Product Opinion Papers was terminated after approximately two years of use. It was found that the teachers in the region were not receptive to receiving information of this nature. A survey of teachers requesting Product Opinion Papers found that the largest percentage of readers were most interested in the "Comment" section of the Product Opinion Paper rather than the specific responses to the listed criteria that was evaluated. As such, this project was terminated in favor of the development of training procedures to better develop individual teacher's competency in evaluation. By developing teacher competency in evaluation, it was projected that teachers would become their own evaluators and consequently would become more selective in the materials that they purchased. Since this was the goal for the Product Opinion Papers, the termination of the publication of the papers was not seen as a shift in focus from the goal that was originally established.

Sample Product Opinion Papers can be found in Appendix C, pp. 675-710.

RECORDED AID FOR BRAILLE MUSIC (1967)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

The Recorded Aid for Braille Music was identified by the MSU SEIMC as a child-use material needed for the effective and independent music instruction of blind learners.

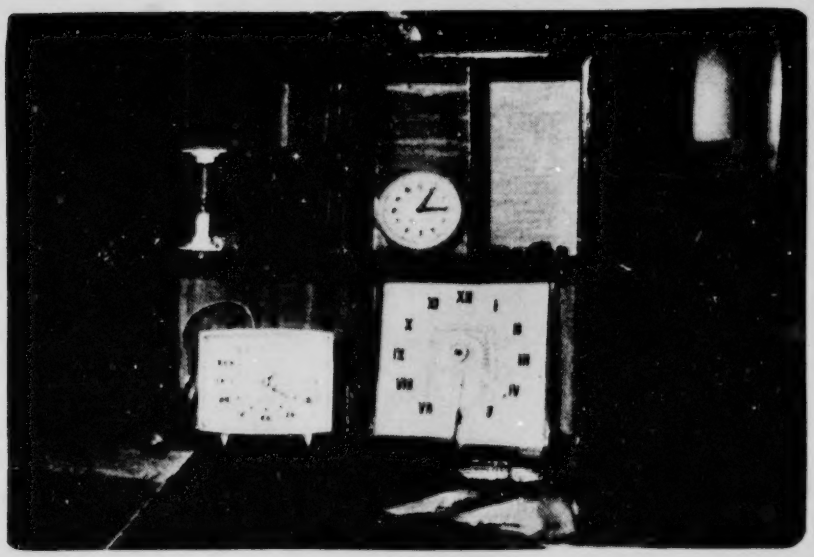
A survey was conducted of all music educators at schools for the blind throughout the United States. This survey indicated a distinct need for self-instructional materials for intermediate instrumental music instruction. A pilot set of five materials was created. Each material consisted of a tape recording of the selection (played at a slow tempo without piano, played at regular tempo without piano, played at regular tempo with piano), the publisher's print version, and a thermoformed braille copy of the music. These materials were sent to residential schools for the blind and their effectiveness was assessed. Based on the recommendations of the users, a final report was written that documented the project and also proposed a larger project for funding by the Division for the Blind and Physically Handicapped at the Library of Congress. This project was subsequently funded.

Eighty-five different musical selections (five selections for each of seventeen instruments) were produced in quantity and provided under contract to the Library of Congress. These materials were then provided on a loan basis to users of the Library's service through the Regional Librarys for the Blind in the United States. Complete statistics regarding the usage of the Recorded Aid for Braille Music is available through the Library of Congress.

A short summary of the development of this Aid can be found in Appendix C, pp. 713-16.

SUITCASE TUTOR (1967)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



The Suitcase Tutor was developed to provide teachers in the region with one example of a vehicle for grouping concrete objects for the teaching of concepts. Housed in a small suitcase, the objects in each Suitcase Tutor related to a specific area of instruction(farm animals, personal hygiene, etc.). Included with the Tutor was a manual of suggested activities to be conducted in conjunction with the tangible objects.

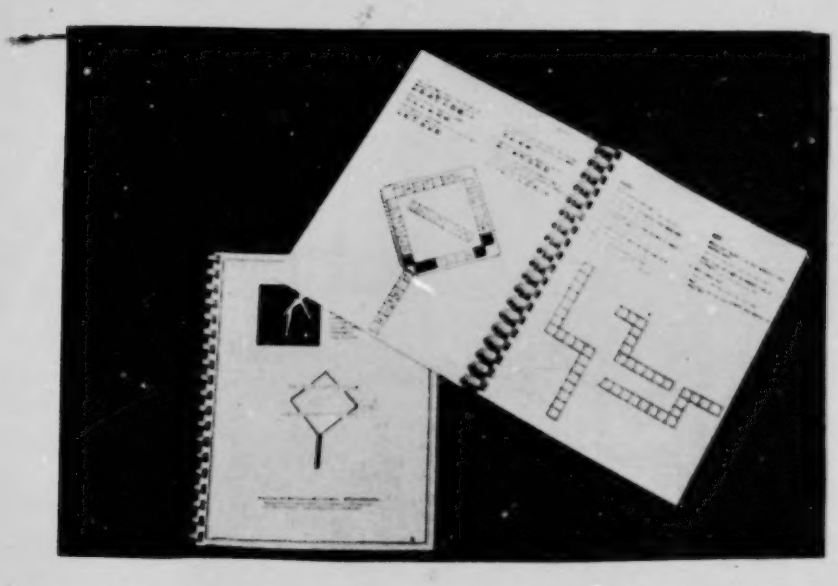
It was felt that severely low functioning children would benefit from the providing of objects that could be touched and handled and would begin to understand basic associations of these objects when grouped in a single container.

A paper describing the concept behind the Suitcase Tutor was created and disseminated throughout the region and the network when it was found that teachers were not learning the concept of the Suitcase Tutor but instead just wanted to get one! As such, the paper was designed to provide information so that individual teachers could create their own Suitcase Tutor.

News releases about the Suitcase Tutor can be found in Appendix C, pp. 717-20.

DRIVER EDUCATION CROSSWORD PUZZLES (1968)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

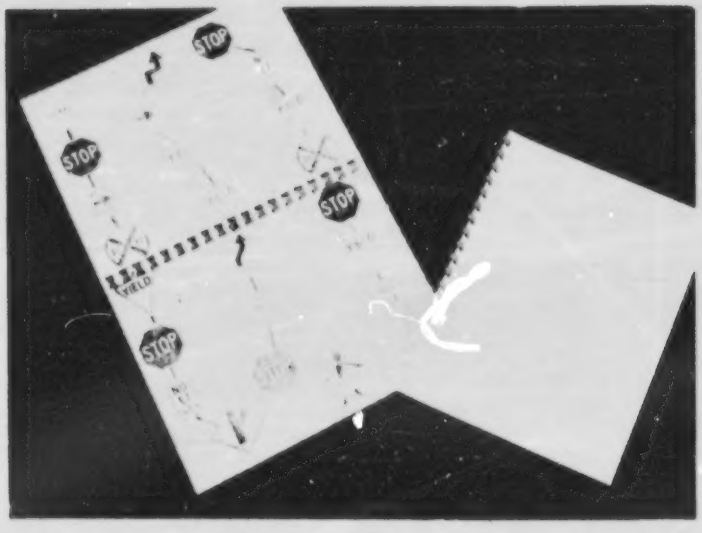


A printed child-use instructional material for developing an understanding of terms and phrases related to safe driving. This material, along with two driver education games, were developed for the instruction of educable mentally retarded children in driver education. Based on an expressed need of driver education teachers within the region, these materials were developed for independent drill-and-practice use by EMR students to supplement their regular instruction in driver education.

The Driver Education Crossword Puzzles were found to be effective as a supplementary material for driver education. Reports from users indicated a need for this type of material for both the EMR child and the slow learner in driver education classes.

STOP AND GO GAMES, No. 1, No. 2 (1968)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



A set of two child-use instructional games for teaching good driving habits and recognition of road signs. These two games, along with the Driver Education Crossword Puzzles, were designed to be used with educable mentally retarded children enrolled in driver education courses.

The Stop and Go Games were found to be effective as a supplementary material for driver education. Reports from users indicated a need for this type of material for both the EMR child and the slow learner in driver education classes.

SPEECH IMPROVEMENT FOR THE TRAINABLE RETARDED (1969)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

A set of two books entitled Speech Improvement for the Trainable Retarded and Speech Improvement Activity Book were created in conjunction with two teachers from Indiana as a result of the "mini-grant" program conducted by the MSU SEIMC. The "mini-grant" program was an assistance program to uncover unique instructional ideas developed and used by special education teachers within the region. Under the auspices of this program, a teacher would propose to the Regional SEIMC a new material or instructional procedure that they would like to have assistance for the development of the idea. The Regional SEIMC would provide technical assistance and materials for the creation of the idea. In the case of these two books, the Regional SEIMC worked with the teachers in the development of the instructional lessons and contracted for the art work. Copies of the material, when produced, were distributed throughout the SEIMC Network and also placed in the school system of the originating teachers.

The Speech Improvement books consisted of a series of lessons for systematically working with trainably retarded children in the development of better language skills and pronunciation of isolated sounds. The activity book accompanied the teacher manual and was designed for consumable use by the child.

All users of these materials responded very favorably to an evaluation of the material and they felt that it assisted in the development of language with trainable retarded children. Copies of the material have been sent to the National Center for Educational Media and Materials for the Handicapped for possible production and dissemination on an on-going basis.

BARSCH ROOM (1969)

PRODUCT COORDINATOR: NANCY CARLSON

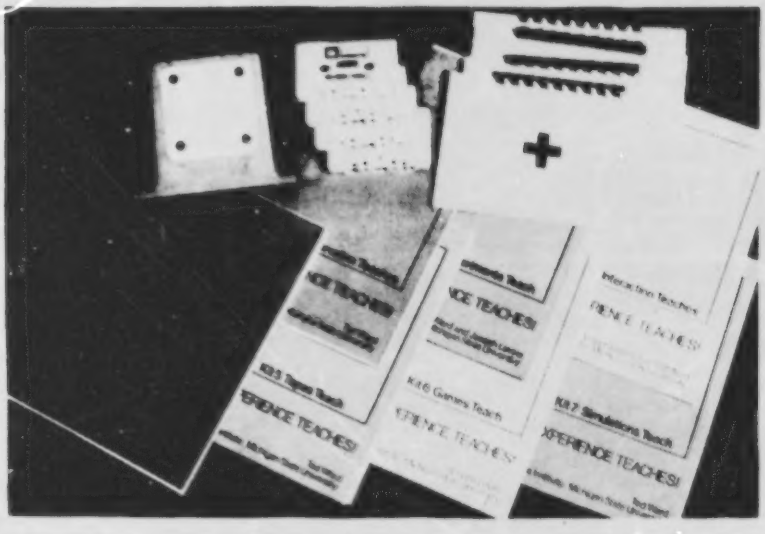
This descriptive brochure illustrates types of perceptual-motor programs that are available for use in special education curriculum. The narrative description details the planned experiences provided for thirty-seven children in an experimental classroom. These experiences, based on Ray Barsch's "movigenic curriculum," were provided in an atmosphere for success.

The brochure provides an introduction to this type of programming for children with learning disabilities.

A report of a Barsch Room in operation can be found in Appendix C, pp. 721-31.

EXPERIENCE TEACHES (1970)

PRODUCT COORDINATORS: TED W. WARD, S. JOSEPH LEVINE



During the summer of 1970 a workshop was held in conjunction with the Division of Special Education of the Michigan Department of Education. The Division had identified a group of consultants throughout the state who would form the nucleus of a new State-defined position of Curriculum Resource Consultant (CRC). The SEIMC had suggested that as part of their teacher training role the CRC should be responsible and competent to provide workshops within their district for which they would be the sole resource person. This idea was a marked deviation from the previously defined role of workshop coordinator whereby they would be responsible for employing an expert to come to the district and conduct the workshop.

To support this effort, the SEIMC created a series of separate workshop training experiences in replicable form. This series, entitled Experience Teaches, was the first SEIMC-Network development effort that created workshop training experiences that were (a) replicable at the local level, and (b) consisted of a group of experiences that could be used for a series of teacher training sessions.

The focus of this series was on the act of teaching and how, as an observant teacher, much can be learned about teaching by examining your own behavior. The seven separate "kits" in this series were duplicated and a copy of each was provided to each workshop participant and also sent to each SEIMC in the national network. Each kit consisted of a Leader's Guide, spirit masters for all worksheets, and any other artifact needed for conducting the activity.

Feedback regarding the effectiveness of these kits was very slow in coming and very sporadic. It seemed that the teacher training role, both in Michigan and nationwide, was still not being practiced by using a simulation/gaming/experimental approach. Instead, most workshops were being offered by "visiting experts" who primarily

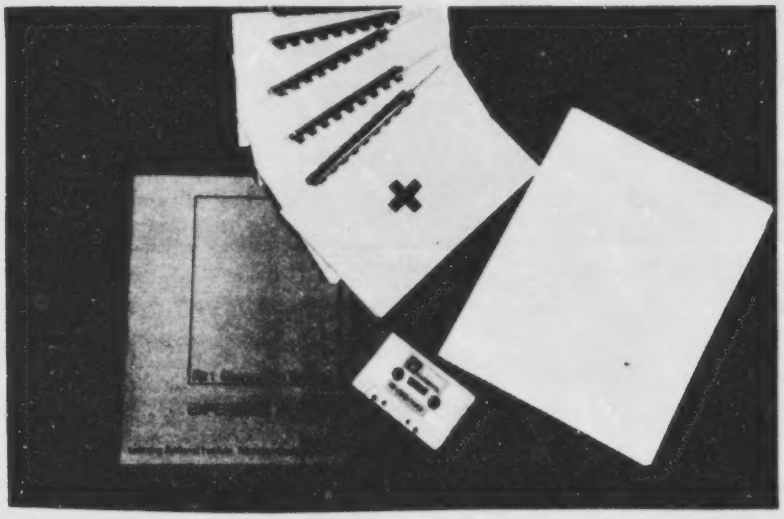
utilized a lecture approach. Consequently, there were few users of the kits during the year following development and little opportunity to gather data on effectiveness.

This result was in conflict with what could have been expected, since the evaluation of the summer workshop indicated that the CRC's felt that kits of this nature were needed and would be well used in their local area. Eventually, these kits were extensively duplicated and used throughout the United States. Feedback on their use, however, has been minimal. It seems that this lack of feedback is one of the inherent problems in designing and disseminating instructional materials. Such a lack of feedback, however, should not be construed (as it was found) as an indication of lack of interest in the material.

A detailed description of each of the kits is provided on the following pages. An evaluation of one of the workshops can be found in Appendix C, pp. 733-38.

OBSERVATION TEACHES (1970)

PRODUCT COORDINATOR: TED WARD

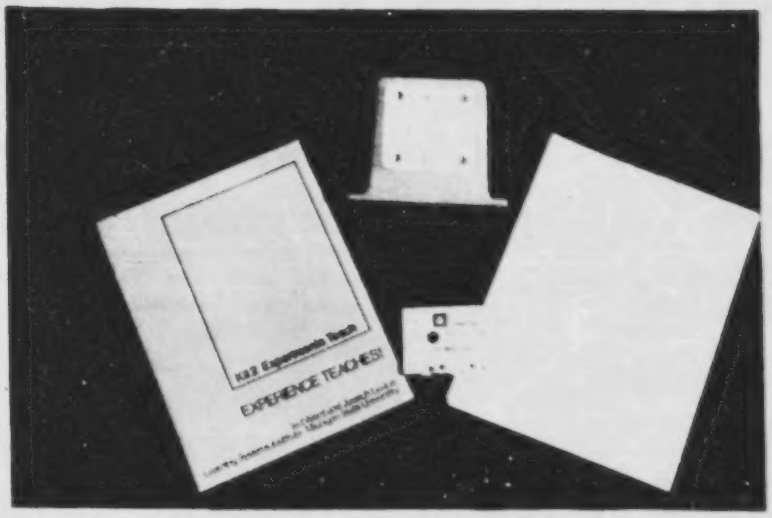


"Observation Teaches" is based on an entertaining two player game. The purpose of this kit is to illustrate the role of systematic observation in building testable hypotheses; to increase the tendency to use a method of learning based on hypothesis-testing, in contrast with a trial-error method and to teach a systematic, experimental approach to problems that confront the teacher with important but unknown variables.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

EXPERIMENTS TEACH (1970)

PRODUCT COORDINATORS: TED WARD, S. JOSEPH LEVINE

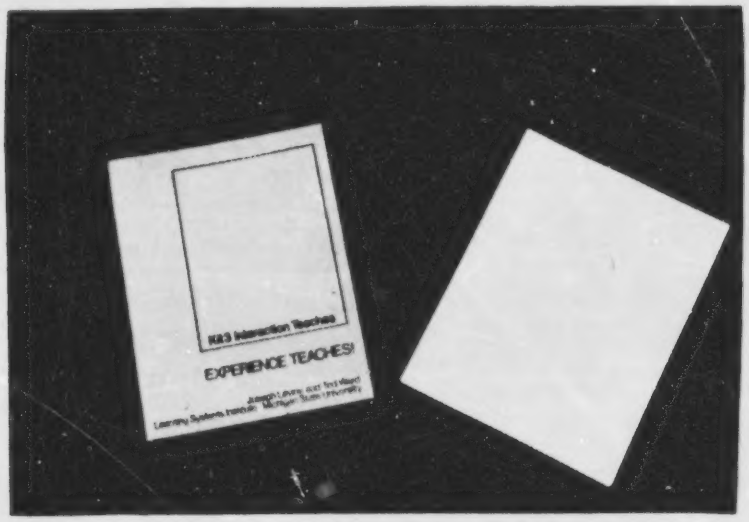


The Think-A-Dot game, the basis of this kit, was designed primarily to illustrate the basic functions of logic as found in high-speed electronic computers. The objectives of this kit are to teach skills related to systematic case-study and experimental methods that can be transferred to teaching situations and the goal of the Think-A-Dot game is to find the rules that structure the device.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

INTERACTION TEACHES (1970)

PRODUCT COORDINATORS: TED WARD, S. JOSEPH LEVINE

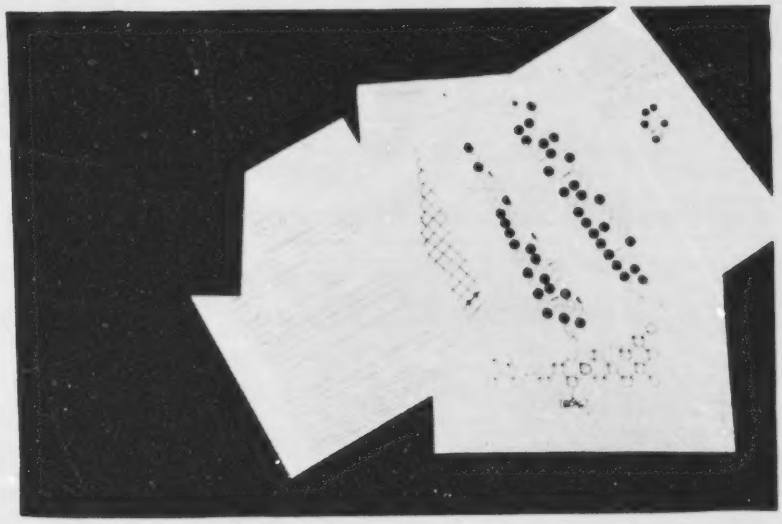


This is a small group activity that utilizes a game approach to investigate the necessary criteria for evaluating instructional materials. It will provide teachers with an opportunity to interact with each other in the processing of information; provide a structure whereby teachers will be able to analyze their individual concerns regarding the effectiveness of instructional materials; increase the awareness of appropriate evaluative criteria; and systematically examine a set of instructional materials.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

PUZZLES AND MAZES TEACH (1970)

PRODUCT COORDINATOR: TED WARD

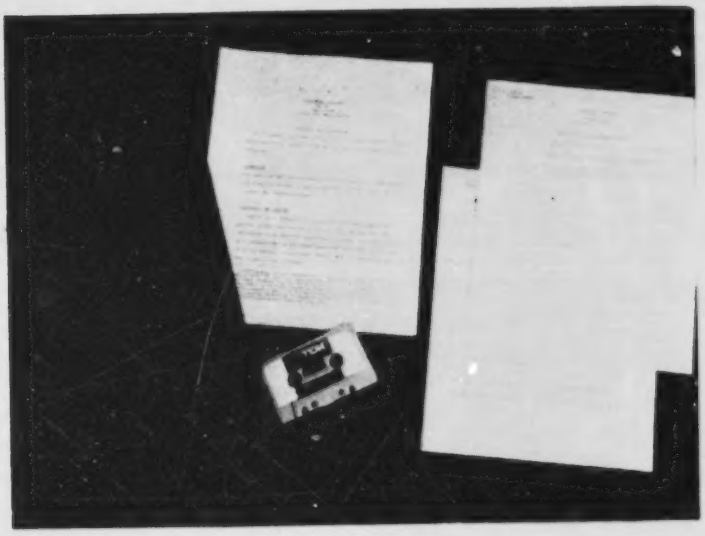


"Puzzles and Mazes Teach" is an intriguing series of problem-solving exercises in which the participants are encouraged to look at themselves and to clarify their approaches to dealing with problems involving unknown solutions. The purpose of this kit is to provide a small-scale, low threat simulation of problem-solving problems encountered in life; to provide an occasion and motivation for introspection regarding the tendency to use random versus systematic approaches to problem-solving; to increase the awareness of the value of systematic approaches to problem-solving; and to illustrate the hazard of assumptions or habits that inhibit creative freedom.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

TAPES TEACH (1970)

PRODUCT COORDINATOR: TED WARD

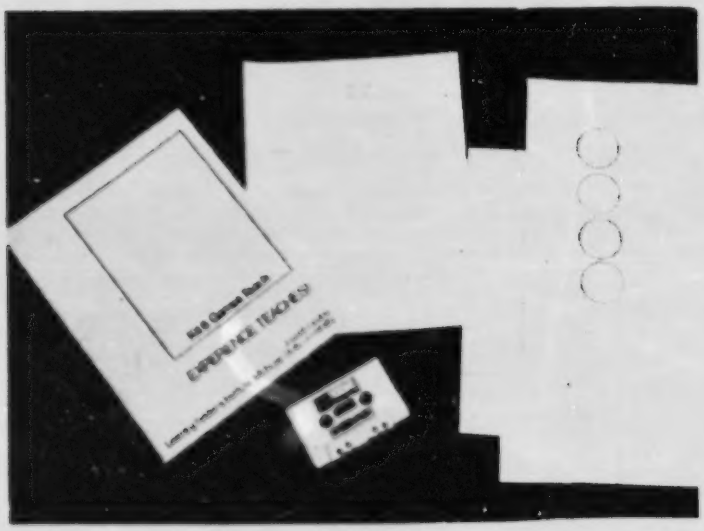


The pre-recorded tape provides a one-hour session of exercises illustrating a wide variety of instructional uses of audio tape recording techniques. Through the tapes the participants will learn to experience and identify twenty instructional uses of the tape recorder and also it illustrates examples of instructional procedures that can be readily adapted for "teacher-made" uses.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

GAMES TEACH (1970)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

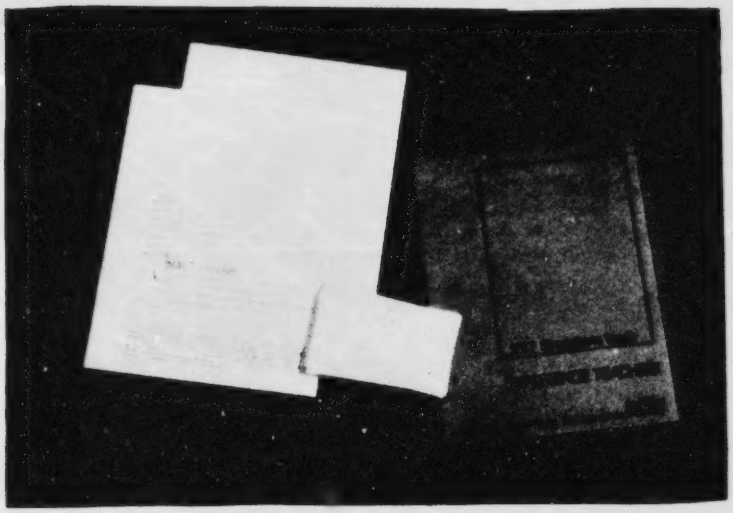


This kit provides the participants an opportunity to design and try different types of games. Included is material on games of skill, games of chance and procedures for implementing the use of games in the classroom.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

See Appendix C, pp. 733-38 for an evaluation of a workshop on the use of games.

SIMULATIONS TEACH (1970)



"The Sequencing Game" is an active group exercise simulating the processes of analyzing a task in order to conduct an orderly accomplishment of the task. The objectives of this kit is to provide teachers with a learning experience in which their skills of analyzing task sequence can be sharpened and to provide teachers with a model exercise that can be readily adapted as a learning experience for children.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

See Appendix C, pp. 733-38 for an evaluation of a workshop on the use of games and simulations.

MONEY/COUNTING KIT (1970)

PRODUCT COORDINATORS: JUDY MUSUMECI, S. JOSEPH LEVINE

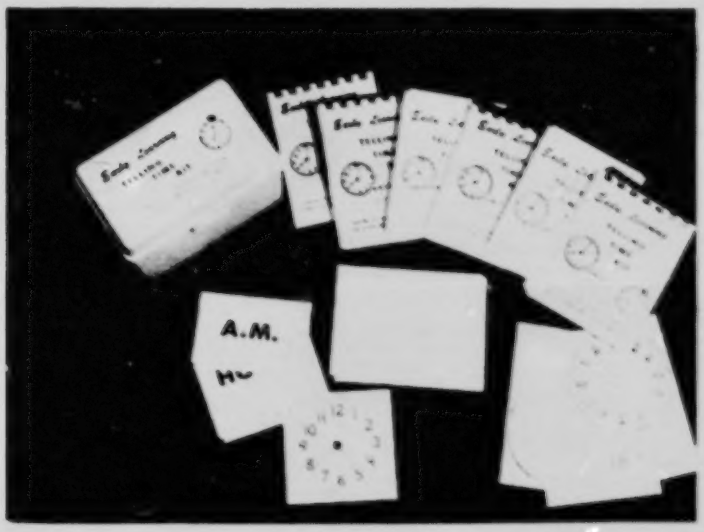
The Money/Counting Kit is a small file box containing a series of activities and materials for teaching basic money and counting concepts. Included in each box are a set of flashcards with the words for different denominations of coins, a set of self-checking activity books, a set of activity cards with follow-up activities for the teacher, and a set of realistic coin cards made through the thermoform process.

The primary purpose behind this kit was to demonstrate to teachers an organized approach to the teaching of single concepts. Further, the kit modeled an innovative use of the thermoform process for instruction of other areas of handicapping beyond the area of the blind (the thermoform process is one which is used primarily for reproducing braille material).

100 copies of the Money/Counting Kit were produced and disseminated. An evaluation conducted of the results of use indicated that teachers felt the single-concept packaging to be easy to integrate into the on-going curriculum. Also, the thermoform representations of coins were felt to be quite realistic. Based on these findings, it would seem appropriate to continue the further development of materials of this nature that are focused on a single concept and utilize inexpensive procedures for creating life-like objects at low cost.

TELLING TIME KIT (1970)

PRODUCT COORDINATORS: JUDY MUSUMECI, S. JOSEPH LEVINE

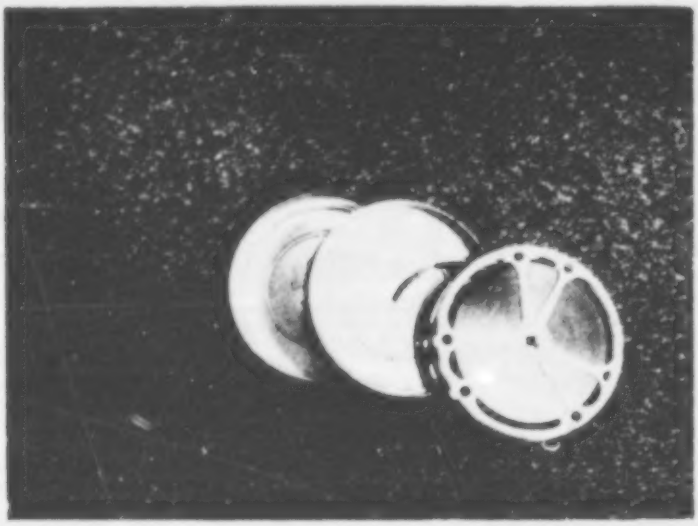


An integrated kit of materials for instructing young learners in telling time. Included in the kit are a series of flashcards denoting major words encountered in telling time, a set of activity cards with suggested activities for the teacher, a cardboard clock face, an "answer wheel" that provides a self-checking system for responding to time telling problems, and a set of six self-checking student activity books. The kit was designed to provide incentive to students through a self-checking and individualized approach. Not designed to stand alone, the kit could be used in support of other teacher materials for instructing children in telling time.

Teachers that used the telling time kit found it to be an effective supplementary material for use in instruction. It was felt that the drill and practice afforded by the activity books provided an excellent vehicle for reinforcing learning with students on an individual basis.

NON-VERBAL FILMS (1970)

PRODUCT COORDINATORS: TED W. WARD, S. JOSEPH LEVINE



A series of non-verbal super 8 mm movies were created to demonstrate the innovative uses of this medium. The four films in this series and their descriptions follow:

TYING SHOES - A unique situational movie showing the effect of not tying shoes. Throughout the film the viewer witnesses a series of incidents that occur because the movie actor's shoes were not tied (i.e., kicking a football and having the shoe fly through the air, getting on a bicycle and pedaling away with the shoe remaining on the pavement, etc.). Following each demonstration of a problem encountered by not tying shoes, the camera zooms in for a close-up of the shoe being tied. The film perspective of the tying of the shoe is that of the person who is doing the tying.

ROUND OBJECTS - A series of visual perceptual identification exercises related to round objects. Through the use of special effects and alterations of perspective, the student is challenged to identify the particular round object that is being shown (i.e., out of focus picture of a coin, vertical perspective of a bottle, etc.). For each round object that is presented, the motion picture is stopped prior to a resolution where the object is shown as it is usually seen. During this stop time the student guesses the identity of the round object.

TAKE A TURN - A series of incidents showing the many objects that surround us that require manipulation by turning (doorknob, faucet, etc.). The film demonstrates the solution for each problem as one requiring turning of the object. The actor in the film encounters each situation by trying other actions before the desired action of turning.

ARCHIE AND CHARLIE - A film demonstrating the necessity of systematic pre-planning for successful completion of a task. This film was designed so that a number of inappropriate actions occur during the fulfillment of the task where the students viewing the film are asked what is inappropriate. In all cases, the task demonstrated in the film is one in which the viewer is able to be "smarter" than the subject in the film. An article describing these films appeared in the June-July 1970 issue of Audio Visual Instruction. A copy of this article appears in Appendix C, pp. 739-42.

A STUDY OF BALL UTILIZATION (1970)

PRODUCT COORDINATOR: GEORGE GORE

A description of a study conducted with six blind children to develop increased abilities of visual tracking and gross motor involvement.

The purpose of the study was to examine procedures for better communicating concepts and ideas to blind children in forms other than verbal instruction.

The use of balls of different colors, sizes, and textures were found to be an effective means of involving blind children and improving their abilities of visual tracking and gross motor coordination.

For a report on the conclusions/recommendations of the study see Appendix C, pp. 743-54.

LEARNING EFFICIENCY IN LOW VISION (1971)

"Learning Efficiency in Low Vision" by Natalie C. Barraga was originally published in the Journal of the American Optometric Association, Vol. 40, No. 8, August 1969. The article includes a discussion of the various factors which influence the functioning of the total visual system. The reprint includes biographical references.

The purpose of this document was to form one unit within a total kit of materials for communicating information to teachers of the visually impaired about the use of the Visual Efficiency Scale and methods and materials for improving low vision skills.

The total kit was created to assist those persons trained at a special study institute in conducting local in-service training. Evaluations of workshops conducted in three states with over 150 teachers show that area teachers feel they learned from the workshop enough to use the Visual Efficiency Scale and to improve low vision skills in children. According to our use data, the complete kit was later used by 15 other people throughout the country. There have been nine recent requests for the kits which were referred to appropriate Regional Centers; each Regional Center now has a complete kit of materials.

As a single item, this product has limited value. However, the larger kit (of which this is one part) makes a valuable contribution to the improvement of the skills of teachers of visually handicapped children. The total kit should be considered for thin market production.

TEACHER'S HANDBOOK FOR ADMINISTRATION OF THE VISUAL EFFICIENCY SCALE, THIRD EDITION (1971)

PRODUCT COORDINATORS: S. JOSEPH LEVINE, NANCY CARLSON, and SUE ANN YOVANOVICH

This booklet has been designed for use in an in-service training institute at Michigan State University, March 24-26, 1971, to assist teachers in the use of the Visual Efficiency Scale (V.E.S.) developed by Dr. Natalie Barraga of the University of Texas at Austin. It is intended to provide a clear and concise format for the administration of this scale. Each page, keyed to a separate item, contains the actual scale item, directions for administration and a definition of the category the item explores. A student booklet with the scale items is also provided.

This is an attempt to provide a simple, unencumbered procedure to enable teachers to make the most effective use of the V.E.S. This booklet was developed as a result of a pilot study of the Barraga materials at The Michigan School For The Blind. Periodic revisions and changes will be made through actual use of these materials.

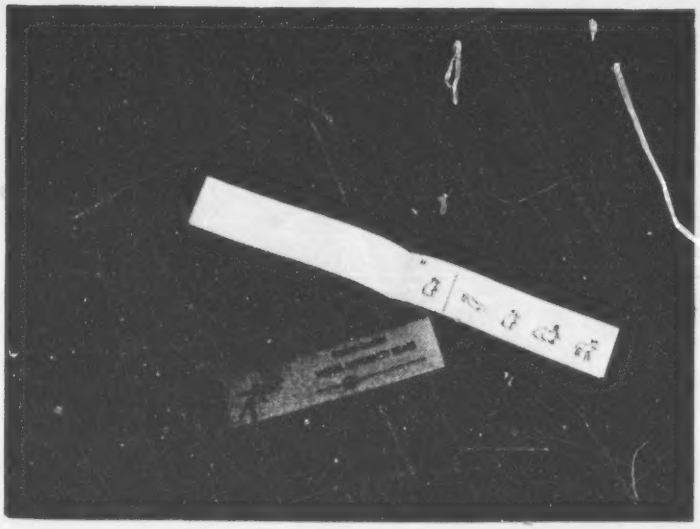
Found to be an excellent assist in both the administration of the Visual Efficiency Scale and as a vehicle for developing in teachers an understanding of the unique terms used to define visual efficiency.

This booklet would make an excellent edition to the V.E.S. materials currently available from the American Printing House for the Blind.

See Appendix C, pp. 757-60, for an evaluation of the institute.

STUDENT BOOKLET
VISUAL EFFICIENCY SCALE (1971)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



A modification in the presentation format for the student stimulus part of the Visual Efficiency Scale. The original stimulus material appears in complete pages with multiple items presented on each page. It was felt by staff members of the SEIMC in conjunction with teachers of the blind that the student stimulus materials would be easier to use and less confusing to the child if presented as individual stimulus items.

By creating a booklet of single items, it was possible for the test administrator to present a non-confusing visual task to the learner (multiple stimulus items on a single page were perceived to be confusing). Further, the student booklet format allowed the examiner to terminate the testing at any point without having to indicate to the student that he had not completed the test situation. Since the Visual Efficiency Scale took a great amount of time for complete administration, it was felt by most teachers that a series of sessions would be most appropriate for administration.

Numerous copies of the Student Booklet were prepared and disseminated to teachers in the three state region and also teacher trainers from a larger region (6 states) who attended a BEH-funded workshop at Michigan State University. Copies of the booklet were produced and disseminated by both the SEIMC and the Michigan School for the Blind.

The redesign of the stimulus materials for the Visual Efficiency Scale was done in a manner consistent with the original material designed and produced through the American Printing House for the Blind. The modification created by the SEIMC was one of format for presentation. Materials modification efforts of this nature, modifying format rather than actual information presented, are felt to be a necessary part of the instructional material modification process and a viable contribution that can be made by an SEIMC.

MATCHING GAME (1971)

PRODUCT COORDINATOR: NANCY CARLSON

The Matching Game is a set of materials for developing awareness of critical aspects of low vision utilization.

The purpose of the game was to support the Workshop Coordinator Guide for organizing visual efficiency training workshops.

Participants found the Matching Game a very simple procedure for establishing a beginning understanding of visual efficiency testing.

The game is described in the Workshop Coordinator Guide, so further production is not advised.

WORKSHOP COORDINATOR GUIDE

IMPROVING LOW VISION SKILLS (1971)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

A complete teacher trainer handbook for conducting a single workshop or series of workshops on the effective utilization of low vision skills. Separate sections of the Guide are devoted to 1) Administration of the Visual Efficiency Scale, 2) Using the Profile, 3) Materials for Remediation, and 4) Evaluation of the Workshop.

The Guide was created as a back-up to a teacher trainer involved in training teachers of the blind in the administration and use of the Visual Efficiency Scale. Rather than provide actual worksheet pages, transparency masters, etc. for the trainer to use, the Guide includes suggestions and descriptions for a number of different activities.

The Guide was found to be an effective support system to the network of teacher trainers created as a result of the multi-state workshop funded by BEH and conducted by MSU SEIMC personnel.

Due to the requests that have continued to come in for copies of the Guide and other materials associated with low vision utilization, continuation of availability would seem appropriate.

For evaluations of low vision institutes, see Appendix C, pp. 761-64.

For a copy of the Workshop Coordinator Guide, see Appendix C, pp. 765-817.

UTILIZATION OF LOW VISION MATERIALS EQUIPMENT LIST (1971)

This document contains an evaluation of equipment housed in the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University according to its usefulness for young children with low vision. Each item is evaluated according to specific categories and objectives which are also identified in the document.

The purpose of this document was to form one unit within a total kit of materials for communicating information to teachers of the visually impaired about the use of the Visual Efficiency Scale and methods and materials for improving low vision skills.

The total kit was created to assist those persons trained at a special study institute in conducting local in-service training. Evaluations of workshops conducted in three states with over 150 teachers show that area teachers feel they learned from the workshop enough to use the Visual Efficiency Scale and to improve low vision skills in children. According to our use data, the complete kit was later used by 15 other people throughout the country. There have been nine recent requests for the kits which were referred to appropriate Regional Centers; each Regional Center now has a complete kit of materials.

As a single item, this product has limited value. However, the larger kit (of which this is one part) makes a valuable contribution to the improvement of the skills of teachers of visually handicapped children. The total kit should be considered for thin market production.

SELECTED BIBLIOGRAPHY RELATED TO VISUAL FUNCTIONING (1971)

Four pages of bibliographical references related to Visual Functioning including books and professional articles from various journals.

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AN OUTLINE TO ACCOMPANY
METHODS AND MATERIALS FOR IMPROVING LOW VISION SKILLS (1971)

This outline includes all visual behaviors demonstrated by the children on the videotape prepared by the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University for the Special Study Institute on "Methods and Materials for Improving Low Vision Skills." The behaviors are listed in the order in which they appear on the videotape, along with comments.

The purpose of this document was to form one unit within a total kit of materials for communicating information to teachers of the visually impaired about the use of the Visual Efficiency Scale and methods and materials for improving low vision skills.

The total kit was created to assist those persons trained at a special study institute in conducting local in-service training. Evaluations of workshops conducted in three states with over 150 teachers show that area teachers feel they learned from the workshop enough to use the Visual Efficiency Scale and to improve low vision skills in children. According to our use data, the complete kit was later used by 15 other people throughout the country. There have been nine recent requests for the kits which were referred to appropriate Regional Centers; each Regional Center now has a complete kit of materials.

As a single item, this product has limited value. However, the larger kit (of which this is one part) makes a valuable contribution to the improvement of the skills of teachers of visually handicapped children. The total kit should be considered for thin market production.

TAPESCRIPT: METHODS AND MATERIALS FOR IMPROVING LOW VISION SKILLS (1971)

PRODUCT COORDINATORS: NANCY CARLSON, NANCY McKELLAR

This tapescript was written for a videotape recording which was prepared to assist teachers in better understanding the methods, procedures and materials that can be utilized in improving low vision skills.

The purpose of this document was to form one unit within a total kit of materials for communicating information to teachers of the visually impaired about the use of the Visual Efficiency Scale and methods and materials for improving low vision skills.

The total kit was created to assist those persons trained at a special study institute in conducting local in-service training. Evaluations of workshops conducted in three states with over 150 teachers show that area teachers feel they learned from the workshop enough to use the Visual Efficiency Scale and to improve low vision skills in children. According to our use data, the complete kit was later used by 15 other people throughout the country. There have been nine recent requests for the kits which were referred to appropriate Regional Centers; each Regional Center now has a complete kit of materials.

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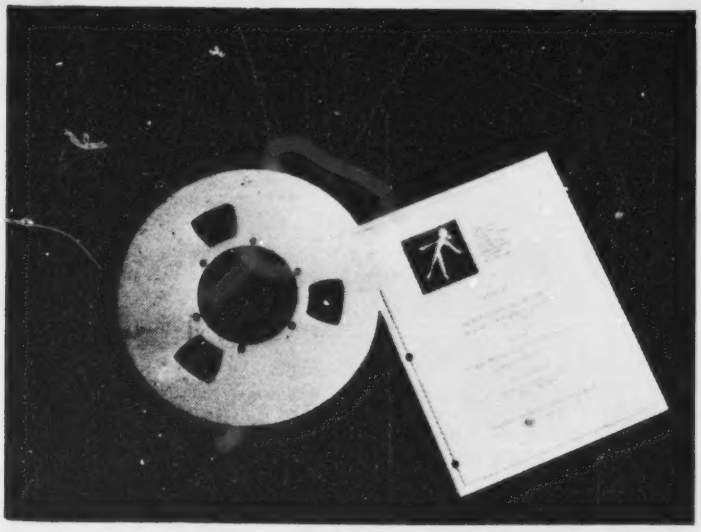
TAPESCRIPT: ADMINISTRATION OF THE VISUAL EFFICIENCY SCALE (1971)

PRODUCT COORDINATORS: NANCY CARLSON, NANCY McKELLAR



This document is the tapescript for a videotape presentation. The tapescript presents specific descriptive notes on the items in the Visual Efficiency Scale which will be helpful for any person who administers the test.

The purpose of this document was to form one unit within a total kit of materials for communicating information to teachers of the visually impaired about the use of the Visual Efficiency Scale and methods and materials for improving low vision skills.

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BACKGROUND INFORMATION
RESEARCH OF: DR. NATALIE BARRAGA (1971)

This document contains background information on the research of Dr. Natalie Barraga in the field of enhancing low vision. The paper presents hypotheses and findings of the study along with some implications for research. This paper was presented by Lucile Karner at the Special Study Institute on Methods and Materials for Improving Low Vision Skills held at Michigan State University in 1971.

The purpose of this document was to form one unit within a total kit of materials for communicating information to teachers of the visually impaired about the use of the Visual Efficiency Scale and methods and materials for improving low vision skills.

The total kit was created to assist those persons trained at a special study institute in conducting local in-service training. Evaluations of workshops conducted in three states with over 150 teachers show that area teachers feel they learned from the workshop enough to use the Visual Efficiency Scale and to improve low vision skills in children. According to our use data, the complete kit was later used by 15 other people throughout the country. There have been nine recent requests for the kits which were referred to appropriate Regional Centers; each Regional Center now has a complete kit of materials.

As a single item, this product has limited value. However, the larger kit (of which this is one part) makes a valuable contribution to the improvement of the skills of teachers of visually handicapped children. The total kit should be considered for thin market production.

EVALUATION: METHODS AND MATERIALS FOR IMPROVING LOW VISION SKILLS (1971)

This publication contains general evaluative comments from the Special Study Institute participants as well as responses drawn from specific questions designed to provide feedback on the reaction of the participants to the Institute.

The purpose of this document was to form one unit within a total kit of materials for communicating information to teachers of the visually impaired about the use of the Visual Efficiency Scale and methods and materials for improving low vision skills.

The total kit was created to assist those persons trained at a special study institute in conducting local in-service training. Evaluations of workshops conducted in three states with over 150 teachers show that area teachers feel they learned from the workshop enough to use the Visual Efficiency Scale and to improve low vision skills in children. According to our use data, the complete kit was later used by 15 other people throughout the country. There have been nine recent requests for the kits which were referred to appropriate Regional Centers; each Regional Center now has a complete kit of materials.

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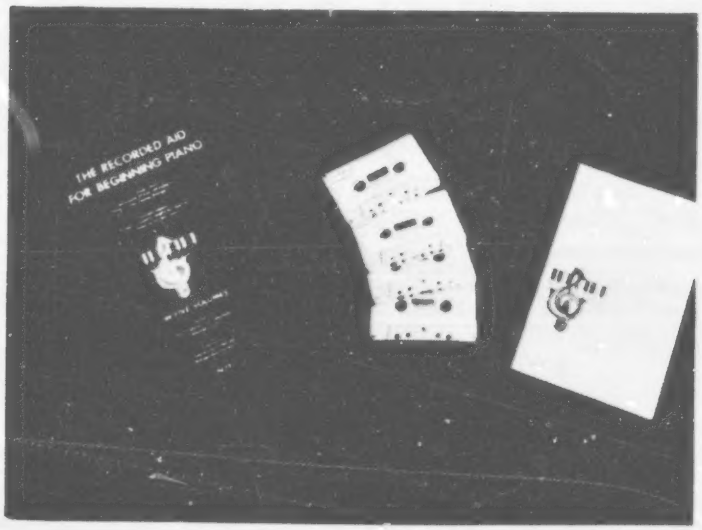
See Appendix C, pp. 757-64 for evaluations of the institute.

RECORDED AID FOR BEGINNING PIANO (1971)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



A five volume set of cassettes, printed in braille material to teach children how to play the piano. Developed on contract for the Division for the Blind and Physically Handicapped, The Library of Congress. (For a descriptive guide, see Appendix C, pp. 819-38.)

Based on the Division for the Blind and Physically Handicapped's service to blind individuals throughout the United States, it was felt that a need existed to have available a set of beginning instruction materials for piano that did not necessitate the intervention of a sighted music instructor. Such a material should provide all necessary experiences for the learner. Further, it was deemed necessary that any blind learner, regardless of prior experience with music, would be successful with the material.

Fifty copies of the complete set were produced and delivered to the Library of Congress. Complete statistics on use are available from the Library of Congress. Demand for the materials has been great and consequently a reordering of the materials was instituted 18 months after they were initially placed in circulation.

The development of specific instructional materials for handicapped children in conjunction with national agencies who have the ability to assess real needs is probably the most viable approach for material development. This project demonstrates a model for collaborative effort between a federal project and an established agency in the development of materials to fulfill specific needs. Of special importance in this instance is the ability of the Library of Congress to fulfill the needs assessment aspect and also the effective dissemination of the material. The SEIMC, in this case, provided the expertise and facilities for the actual development of the material. Further collaborations of this nature would make effective use of projects such as the SEIMC.

RESOURCES FOR EFFECTIVE TEACHING (1971)

PRODUCT COORDINATOR: JUDITH SAKS

A 16 page booklet describing an intensive one-week training workshop for Curriculum Resource Consultants. The booklet lists the teacher training kits that were developed for the workshop and describes the system whereby the Curriculum Resource Consultants will be utilizing these workshop kits in their local training efforts. A definition of the teacher training role of the CRC is provided to clarify this new state-wide position (Michigan).

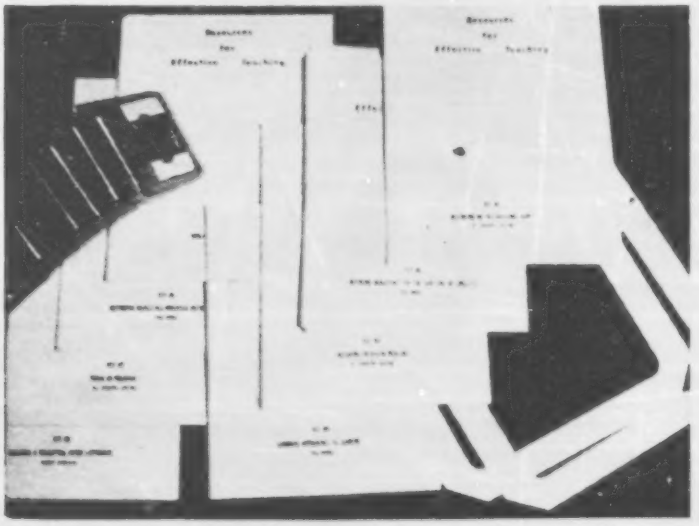
The primary purpose of this booklet was to provide a public relations effort for the Special Education Division, Michigan Department of Education, to alert special education teachers and administrators of the newly created state-wide position--Curriculum Resource Consultant. Prior to the Special Study Institute, the CRC was envisioned primarily as a local resource person who could provide information to individual teachers about instructional materials and appropriate teaching procedures for handicapped children. However, this role was enlarged to include that of providing local teacher training workshops.

Over 500 of these booklets were printed and disseminated throughout the state of Michigan. It was felt by the State Department of Education and the individual Curriculum Resource Consultants that the booklet assisted in clarifying their role to local administrators and teachers. The booklet appears in Appendix C, pp. 841-53.

A booklet such as this is seen to have tremendous value for creating awareness of new state department services. The booklet, through its pictures and text, established face validity for this new role of Curriculum Resource Consultant. It seems to have been an effective procedure because: (1) it provided an "over the shoulder" look at the training that the CRC was undergoing, (2) it established the role of CRC, (3) it specified the materials that the CRC would be utilizing in his/her role, and (4) it used an easily readable narrative format rather than the "typical" transcript of proceedings.

RESOURCES FOR EFFECTIVE TEACHING (1971)

PRODUCT COORDINATORS: TED W. WARD, S. JOSEPH LEVINE, and NANCY CARLSON



A set of eight self-contained workshop training experiences were designed and developed for a summer 1971 workshop. Like the workshop held during the previous summer (Experience Teaches!), it was sponsored in conjunction with the Division of Special Education of the Michigan Department of Education and was provided as a training experience for the Curriculum Resource Consultants (CRCs). Some evaluations of the workshop can be found in Appendix C, pp. 854-90.

Though there had been little feedback to indicate that the CRCs would utilize such kits to any great extent during the following year, it was strongly felt by the SEIMC and supported by the State Department that interactive training experiences provided at the local level would eventually be widely accepted and used. Even though the use was minimal at this time, the development of such materials was seen as necessary to assist in the transition to local independence and expertise in the on-going training of special education teachers.

Like the series of training materials developed during the preceding year, Resources for Effective Teaching had a primary emphasis on general teaching skills necessary for the instruction of all handicapped learners. However, a few of the training materials related to skill area deficits found in only specific populations of handicapped learners.

All materials for conducting each activity were provided in each kit. Transparencies, spirit duplicating masters, cassette tapes, and other needed artifacts were an integral part of each kit. Complete instructions on organizing, conducting and discussing each activity were included.

Kits were provided to all CRCs who attended the workshop, all teacher-trainers in the three state region, and each SEIMC in the national network.

DESIGNING AN INSTRUCTIONAL GAME (1971)

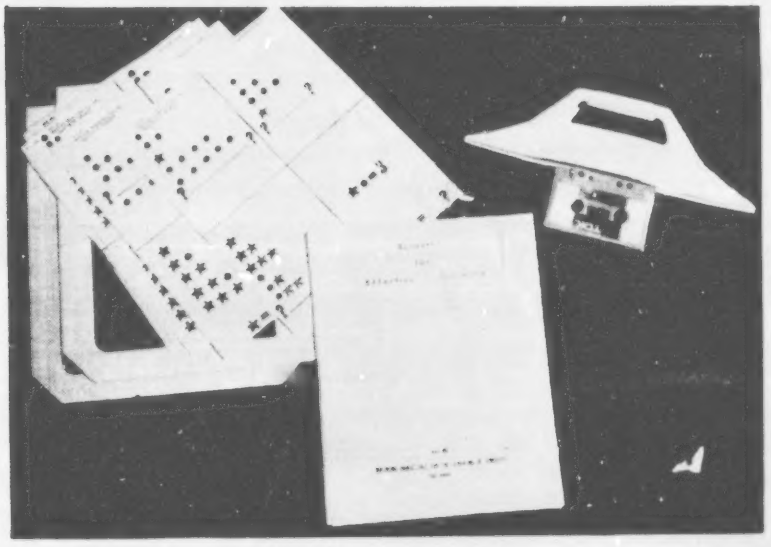
PRODUCT COORDINATOR: S. JOSEPH LEVINE

This kit was designed to serve as a means for small groups of teachers to interact and cooperate in the design of an instructional game. At the end of the kit the participants should have an understanding of basic design considerations for building instructional games; firsthand knowledge of creatively dealing with a common object for new purposes; insight into the evaluation of instruction; and new ideas to try out in their own classroom situation.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

DEFINING OBJECTIVES FOR THE TEACHING OF CONCEPTS (1971)

PRODUCT COORDINATOR: TED WARD



Defining instructional objectives in behavioral terms is a skill that can contribute to effective teaching. Based upon this idea, this kit gives teachers experience in defining objectives that relate to the learning of concepts. The objectives for this kit are to specify in behavioral terms an instructional objective concerned with the learning of a concept and to describe the interrelationships among the plan for teaching, the objectives, the entry behaviors, and the evaluative criterion.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

DESIGNING CRITERION MEASURES (1971)

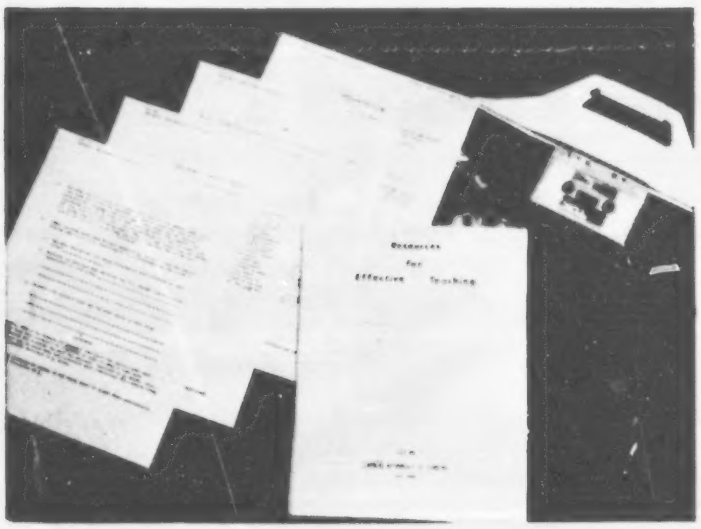
PRODUCT COORDINATOR: S. JOSEPH LEVINE

The criterion measure provides us with a means of knowing when the objective has been met. It is a systematic process that allows us to assess the progress of the learner. Also, it provides visible means of examining our own instruction and gives us a starting point for modifying our instruction. This kit is concerned with designing a criterion measure that can be utilized in conjunction with an instructional objective.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

LEARNERS' APPROACHES TO LEARNING (1971)

PRODUCT COORDINATOR: TED WARD

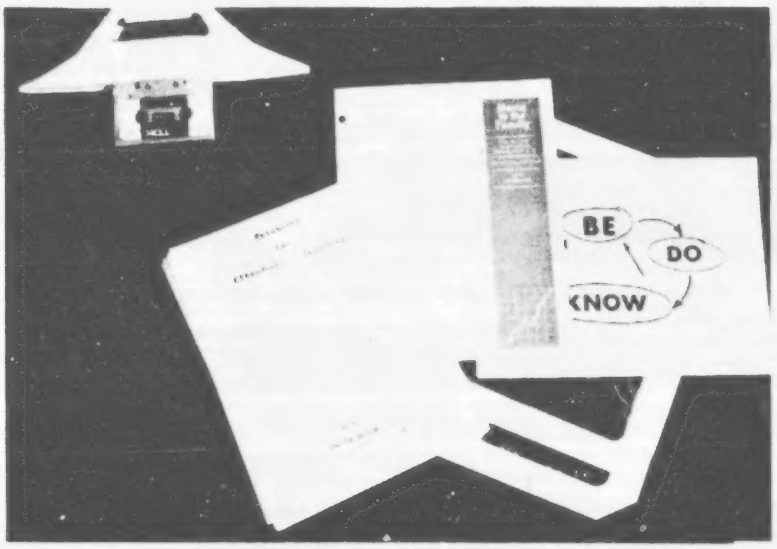


This is a large group activity that is designed to illustrate the relationship between the learner's approach to an instructional problem and the design of the instructional experience. The objectives for this kit are to increase the teacher's awareness of (and skills in observing) the approach a learner brings to a given instructional experience; and to involve the teacher in creatively modifying an instructional material in order to better relate it to the learner's approach.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

GOALS FOR EDUCATION (1971)

PRODUCT COORDINATOR: TED WARD

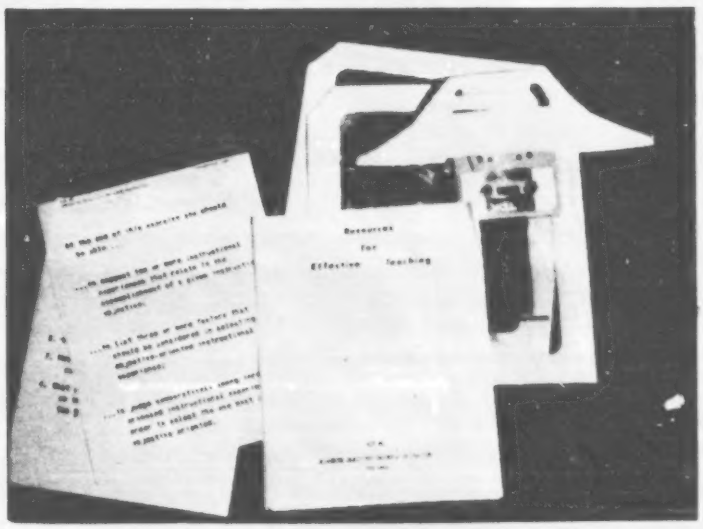


This is a group activity for both collectively and individually confronting the problem of identifying and relating the underlying goals for which a given educational operation exists. The objectives are threefold: to identify goals of educational operations as having to do with knowing, doing, and being; to provide systematic procedures for self-analysis with reference to one's own goals in teaching; and to associate and relate functions of knowing with appropriate goals of doing and being.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

DESIGNING OBJECTIVES-ORIENTED INSTRUCTION (1971)

PRODUCT COORDINATOR: TED WARD



This kit is an exercise in the form of a cooperative game, through which teachers can gain experience in translating an objective into a specific plan for instruction. There are two objectives for this: to define two instructional objectives and to spell out the design of two alternative instructional procedures for accomplishing each of these; and to assess the probable effectiveness of each of three instructional designs for accomplishing a given instructional objective.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

FOCUS ON FEEDBACK (1971)

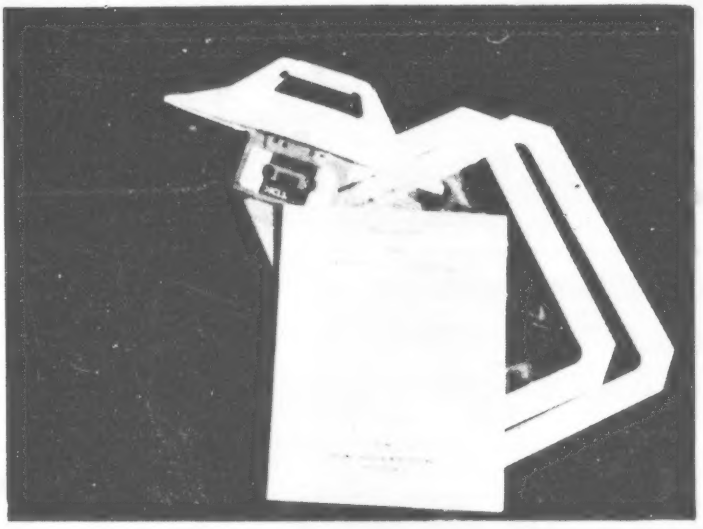
PRODUCT COORDINATOR: S. JOSEPH LEVINE

The purpose of this kit is to increase the participant's awareness of the many different instructional procedures that can be used to yield feedback from the learner; to increase the participant's awareness of the many different feedback messages the learner can "send" to the teacher; and to provide the participants an opportunity to utilize their own feedback in the completion of a task.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

BUILDING A PERCEPTUAL-MOTOR EXPERIENCE (1971)

PRODUCT COORDINATOR: NANCY CARLSON



This kit is designed to provide teachers with an opportunity to design, implement and evaluate developmentally ordered experiences focusing on gross motor activities. Materials used are those generally found in an educational or home environment, but perhaps not identified as useful for such activities.

The basic procedure to be used in this kit (and the others in this series of kits) is based on a simulation/gaming approach to instruction. Participants are involved in an interactive activity to assist in better understanding the content of the activity and providing a higher probability of transfer to their teaching situation. All materials for duplicating the kit and conducting the actual workshop are provided as an integral part of the kit.

YOURS...FOR A BETTER WORKSHOP (1971)

PRODUCT COORDINATORS: TED W. WARD, S. JOSEPH LEVINE

A 16 page booklet outlining a set of tactics and procedures for running effective in-service teacher training workshops. Not intended as a textbook, Yours...For A Better Workshop briefly covers 15 different topics that must be considered when running a workshop.

This booklet was created as a spin-off of the development of teacher training workshop kits. It was found that many of the people utilizing the MSU kits were in need of rather specific suggestions regarding the actual running of the workshop. The workshop kits we had been creating provided detailed directions on a specific experience, but did not go to great length to provide information on some of the more general aspects of conducting effective workshops. This booklet was not specific to any single one of our workshop kits, but instead could be used in conjunction with any or all of the kits.

Over 1000 of these booklets were produced and distributed by the SEIMC and the Michigan State Department of Education. These booklets were distributed free to Associate SEIMCs in our three state region, Regional SEIMCs and RMCs throughout the nation, and in answer to numerous individual requests. References to this publication were made in a number of national journals which, in turn, stimulated numerous requests from throughout the United States. See Appendix C, pp. 893-909 for a copy of the booklet.

Based on the many requests received for this publication, it is felt that further publications of this nature that describe the role of a teacher trainer in terms of appropriate behaviors for conducting workshops are needed in the field of special education. To better assist the fulfillment of requests for this document, a master copy was turned over to the University Bookstore at Michigan State University. Specific requests were then routed through the Bookstore for fulfillment on a cost basis.

A report on dissemination data can be found in Appendix C, pp. 910-14.

MEDIA, METHODS, MATERIALS FOR SPECIAL EDUCATION (1972)

PRODUCT COORDINATOR: SUE ANN YOVANOVICH

A documentation of a training workshop held for Curriculum Resource Consultants.

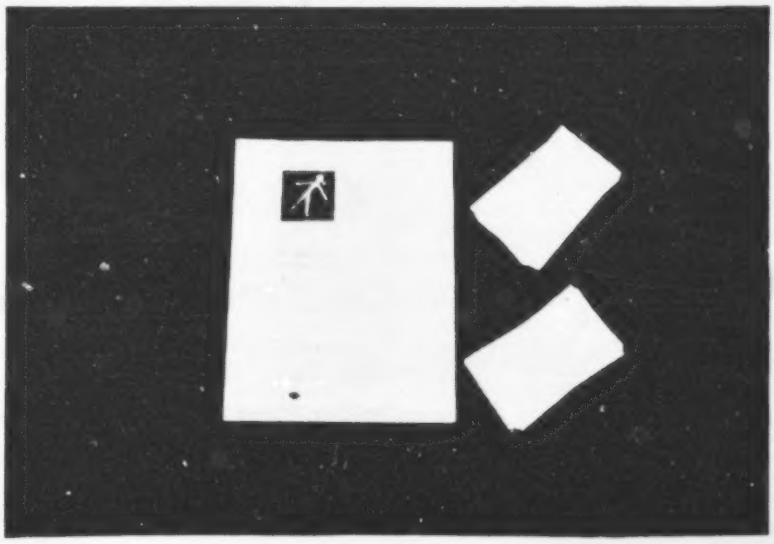
The purpose of the document was to provide a reference of activities and procedures that were utilized in the development of media competencies.

Primarily informational.

Terminate availability.

PROBLEMS AND HINTS (1972)

PRODUCT COORDINATORS: **TED WARD, S. JOSEPH LEVINE**



An interactive workshop activity to provide participants an opportunity to share their concerns relating to a specified area. Rather than just raising issues, the activity structures participant answers for the issues. A series of short "identify-write" rounds make up the activity. A time schedule is provided at the beginning of the activity that establishes the procedure for each round. The kit includes a set of transparencies for structuring the activity, leading a discussion, and masters for duplicating "problem cards" and "hint cards."

This activity has been used extensively throughout the region and the United States as an open-ended activity that can be easily modified to fit any content area. Evaluations from users indicate the activity is very successful for stimulating teachers to examine issues and the potential solutions to problems.

See Appendix C, pp. 915-23, for an evaluation of a workshop.

TOWARD AN UNDERSTANDING OF INSTRUCTIONAL OBJECTIVES (1972)

PRODUCT COORDINATORS: TED WARD, S. JOSEPH LEVINE

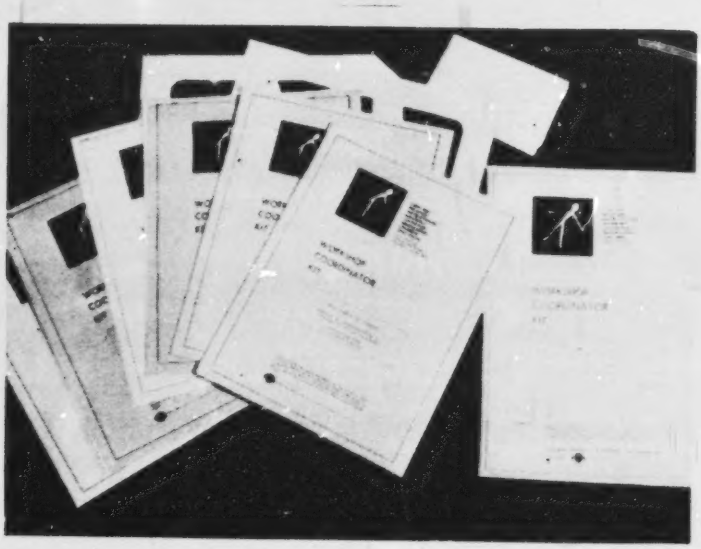
A set of separate teacher-training activities concerned with the rationale, design, use and evaluation of instructional objectives in the on-going teaching setting. Each of the separate activities in the kit focuses on a different aspect of the design or use of instructional objectives. A single kit in the set provides practice in writing instructional objectives. However, the focus for the set moves beyond the writing of objectives and examines the question of defining objectives and selecting appropriate objectives for specific learners and content areas. Included in the kit are a series of duplicator masters and overhead transparencies for structuring the activities. Leader's Guides are also provided for each kit that establish the proeedure to be used for running each activity and also the issues and topics that should be examined in a discussion following each activity.

An evaluation of a workshop on the design and use of instructional objectives can be found in Appendix C, pp. 927-31.

Copies of these kits can be found in Appendix C, pp. 932-72.

TOWARD AN UNDERSTANDING OF PERCEPTUAL-MOTOR PROGRAMS (1972)

PRODUCT COORDINATORS: NANCY CARLSON, S. JOSEPH LEVINE



A set of five separate teacher-training activities concerned with the rationale, design, implementation and evaluation of perceptual-motor programs. Included in the set is a general introduction to provide the trainer with an overview of perceptual-motor programming and a comprehensive bibliography. Each of the five activities can be individually used for a single short workshop or they can be combined in groups to form a longer and more comprehensive training session. Each activity includes directions for the trainer, the objectives of the activity, a listing of materials needed, and masters that can be processed into worksheets or transparencies for use during the session. Titles of the five activities are: "Why Bother To Move," "The Numbers Game," "The Warehouse Game," "From Simple to Complex," and "Now That You're Moving."

See Appendix C, pp. 973-80, for an evaluation of a workshop on understanding perceptual-motor programs.

YOU ARE... (1972)

PRODUCT COORDINATORS: TED W. WARD, S. JOSEPH LEVINE, and NANCY CARLSON

A printed publication that presents eleven different roles of an in-service leader. Each role is described in terms of the necessary behaviors for achieving success in the role.

This guide was developed to highlight the many and varying roles of an in-service leader. It should help in the planning, conducting and evaluating of an in-service workshop.

The Guide was successful in creating immediate awareness of the many facets of the workshop leader's role and the behaviors associated with each role.

Seek out commercial production for wide-spread availability.

See Appendix C, pp. 1017-1065 for a copy of this publication.

WORKSHOP PLANNING KIT (1972)

PRODUCT COORDINATOR: NANCY CARLSON

The Workshop Planning Kit is designed to assist workshop coordinators in mapping out all of the necessary steps involved in planning a workshop. The kit consists of a set of 48 cards each of which describes a task that should be considered when planning a workshop. By using the kit, the workshop coordinator is able to develop a flow chart that utilizes those tasks that are appropriate for the particular workshop being planned.

Through the use of this kit, the workshop coordinator is forced to examine numerous options involved with the development of a workshop. It assists in keying the workshop coordinator to build into the workshop options that might not have been considered without the use of the kit.

The Workshop Planning Kit has been used successfully as both a training procedure at workshops and also as a planning guide for local workshop coordinators.

See Appendix C, pp. 981-91, for a copy of this kit.

INFO-PAKS (1972)

PRODUCT COORDINATOR: EMILIE MARTIN

A set of three separate reading packets on topics of interest to special education teachers in the three state region. The topics,suggested by the state departments of education, are: Career Education Programs for Educable Mentally Retarded, Early Childhood Education, and The Education of Parents of Handicapped Children. Each Info-Pak consists of no more than seven current articles that relate to the topic. Each article has been carefully selected to reflect numerous aspects of the topic area and is presented in its original published form. Articles in this series were selected from either public domain publications or publications that granted reprinting permission. The purpose of the series was to provide a reproducible set of documents that local administrators and teacher trainers might be reproduce for dissemination.

Copies of the Info-Paks were disseminated to teacher trainers in the three states region. A sample of an Info-Pak can be found in Appendix C, pp. 1067-1094.

SURVEY ON LEARNING DISORDER TERMINOLOGY (1972)

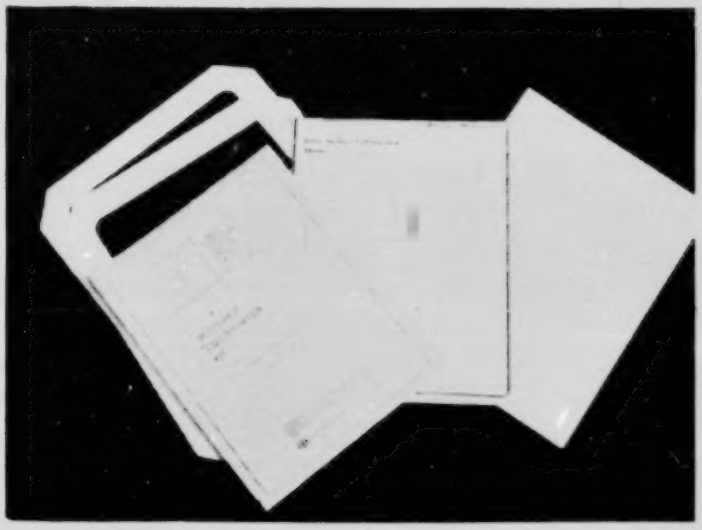
PRODUCT COORDINATOR: NANCY CARLSON

This survey was conducted within the three state region to compile information relating to the understanding of terminology by special education teachers. Diagnostic and descriptive terminology was compiled from numerous sources and then subjected to an item discrimination to define most known and least known terms. Based on this item discrimination, a survey, utilizing a series of different types of items, was prepared and sent to randomly assigned teacners from each of the three states.

A total of 254 surveys were completed and returned to the regional center. This represented approximately 35% of the total sample. An analysis of the responses to the survey may be found in Appendix C, pp. 1097-1114.

COMMUNICATING ACCOUNTABILITY (1973)

PRODUCT COORDINATORS: S. JOSEPH LEVINE, NANCY CARLSON



A complete set of materials for conducting a workshop on the topic of "Accountability." Includes a Leader's Guide, evaluation forms, three transparency masters, nine worksheets, five press releases, and a copy of an article by Alkin.

This workshop activity is designed to force participants to deal with the concept of accountability by having them analyze information in terms of the audience(s) most appropriate to receive different types of information.

This activity was used only once (at the 1973 CEC Convention) as a part of a larger presentation dealing with accountability. The activity created a great deal of discussion on the part of the participants that focused on the concepts presented.

This workshop activity is usable as it exists. It would seem appropriate to make it available for wide-spread distribution to teacher trainers at both the pre-service and in-service levels.

A copy of this kit can be found in Appendix C, pp. 992-1016.

TEACHER IN-SERVICE TRAINING KIT

BRAILLE CODE RECOGNITION MATERIALS (1973)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

A set of coordinated training materials for conducting a teacher training session on the Braille Code Recognition Materials. The set includes a cassette tape with complete narrative to be used at the training session.

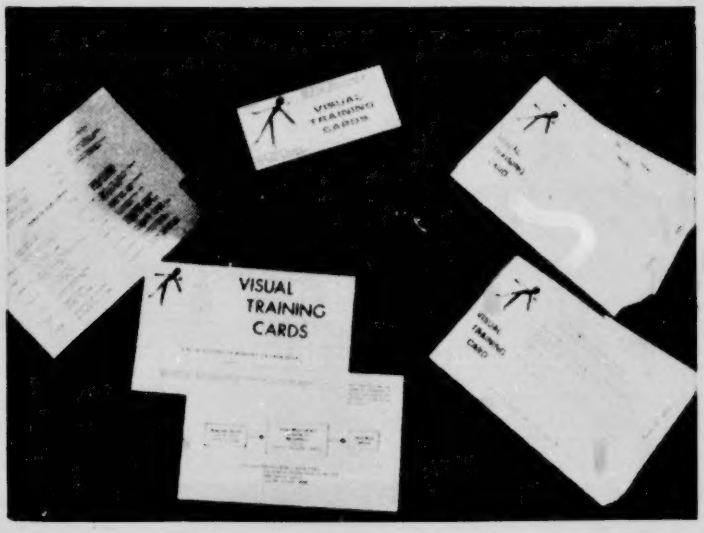
The Teacher In-Service Training Kit was designed in conjunction with the American Printing House for the Blind and the Illinois SEIMC. APHB was involved with the development of the Braille Code Recognition Materials, the MSU SEIMC was responsible for developing the teacher training procedure and Illinois coordinated the field testing. It was expected that through the use of the training materials, teachers of the blind would be able to make effective use of the Braille Code Recognition Materials.

For a leader's guide and reports on the results of use, see Appendix C, pp. 1115-1170.

The training kit was forwarded to the American Printing House for the Blind for production and dissemination.

VISUAL TRAINING CARDS (1973)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



The primary use of the Visual Training Cards is to assist classroom teachers in selecting materials and activities for use with visually handicapped children. The cards have been specifically coded for remediation of problem areas that have been identified through the use of the Visual Efficiency Scale that has been developed by Dr. Natalie Barraga. Materials and activities for each of the 18 categories pinpointed by the Visual Efficiency Scale are found in this set.

A secondary purpose of the Visual Training Cards is the systematization of visual training activities for other handicapped children who are not visually handicapped. The cards have been found to be of assistance to classroom teachers of handicapped children, other than visually handicapped, who are concerned with the development of visual perceptual skills.

The cards are organized by categories such as form discrimination, pattern detail discrimination, visual closure, figure detail discrimination, etc. These categories are found to be extremely useful in diagnosing visual problems of children.

In Appendix C, pp. 1171-1185, an evaluation of the Visual Training Cards can be found. This evaluation reports comments and suggestions from users of the material.

WORKSHOP TRAINING KITS (1973)

PRODUCT COORDINATORS: TED W. WARD, S. JOSEPH LEVINE, and NANCY CARLSON

Based on the development of teacher training materials during the preceding years of SEIMC operation, a major thrust in the development of unified sets of training materials was established during the 1973 fiscal year. A total of 16 highly specified training experiences were designed, developed, field tested, modified, and then produced for wide-spread dissemination. The 16 kits were organized in three different topical areas.

SERIES 1 - LOW FUNCTIONING LEARNERS

A set of four workshop experiences designed to focus on the development of teacher skills necessary for working with children who are severely handicapped. The focus is on precise instructional procedures through the use of task analysis, clearly defined behaviors, reinforcement techniques, and graphic recording to assist in decision making.

SERIES 2 - IN-SERVICE TEACHER TRAINERS

A set of six workshop experiences for training personnel involved with in-service teacher training. The separate activities include the use of media for communicating with teachers, how to evaluate workshop materials, and techniques for planning and conducting workshops.

SERIES 3 - CHILDREN WITH LEARNING DIFFICULTIES

A set of six workshop experiences designed to focus on the development of teacher skills necessary for working with children who have isolated learning problems (learning disabilities). Included are activities ranging from the understanding of terminology, the necessity for appropriate planning, and the use of specific diagnostic/prescriptive procedures.

Through the experience gained in previous development, considerable time was devoted to the development of procedures for communicating

WORKSHOP TRAINING KITS (continued)

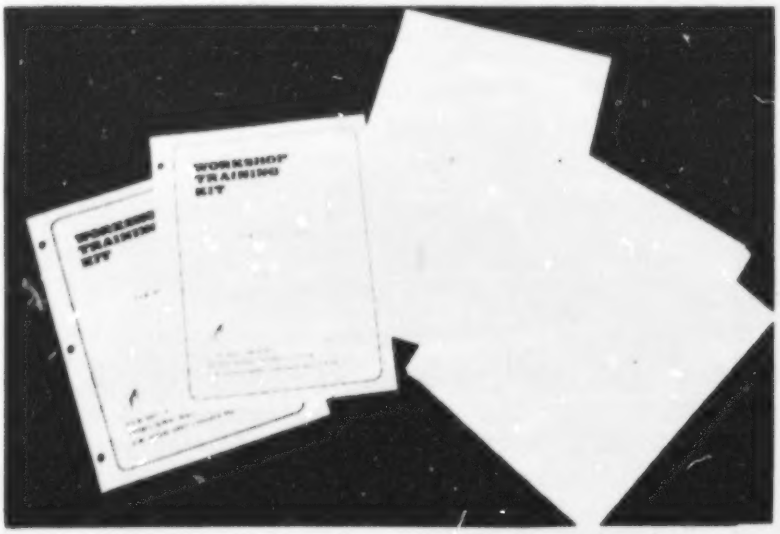
workshop kits of this nature to teacher trainers. This included the formating of information (i.e., clearly organized and presented Leader's Guide) and the production of printed material that would be easy for local teacher trainers to reproduce for their individual use. In prior years, the actual spirit duplicating master was provided as part of the kit. It was found, however, that this process for duplicating material was not universal in all areas. Consequently, the Workshop Training Kits included duplicator pages printed in black ink on white paper that the local teacher trainer could process for reproduction in a manner consistent with the local duplicating facilities.

This set of training materials marked the first large scale effort by the SEIMC to develop teacher training materials in highly specific content areas within special education. The three series of kits also demonstrated the first use of a planned sequence for presentation. Called the "micro-cycle" in earlier SEIMC publications, the concept is built upon the utilization of training experiences that exemplify the teacher processes of "delivery," "evaluation," and "planning." The Workshop Training Kits were organized so that a group of four kits would be used in either a single full-day session or a series of shorter sessions over a period of days, and each individual session would focus on one of these three aspects of the teaching process. Viewed as a total set of training experiences, however, the total teaching process would be modeled.

In Appendix C, pp. 1219-1229, a copy of the introduction to the Workshop Training Kits is provided for further detail on the development and use of the materials. Appendix C, pp. 1187-1215 includes complete data regarding the evaluation of the training kits. Sample kits can be found in Appendix C, pp. 1230-1323.

TASK ANALYSIS GAME (1973)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



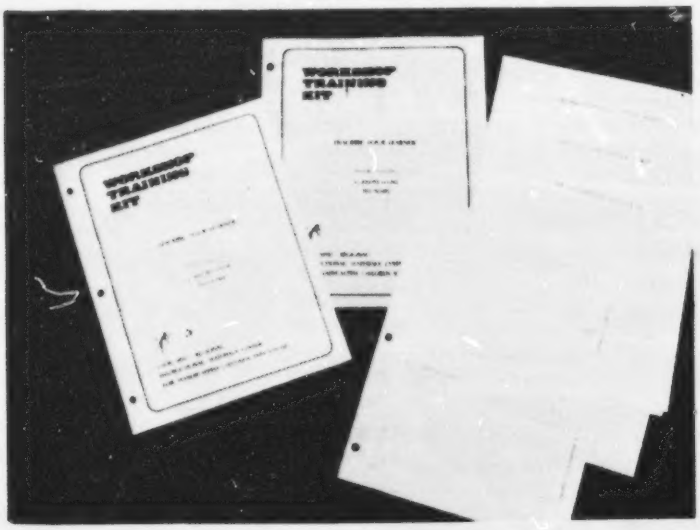
A set of two small group sorting/ordering/matching exercises designed to create an awareness of the role of task analysis in the teaching of low functioning children. The two exercises are drawn from actual teaching procedures used with deaf/blind children. In each of the two exercises the groups are presented with a pair of envelopes. The envelopes contain a set of objectives which must be sorted and put in sequential order and then matched with a set of teaching activities which fulfill the objectives.

The kit includes a Leader's Guide, three transparency pages, and 16 duplicator pages which consist of the objective and activity cards, a pre/post content evaluation form, a duplicate content evaluation form with appropriate answers, a workshop evaluation form, and three information supplements entitled: "Sequential Teaching of the Trainable Mentally Retarded Child," "Individualized Programs for Multiply Handicapped Children," and "Skill Development in Deaf-Blind Children."

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201. A copy of this kit appears in Appendix C, pp. 1230-1255.

DESCRIBE YOUR LEARNER (1973)

PRODUCT COORDINATORS: S. JOSEPH LEVINE, TED WARD



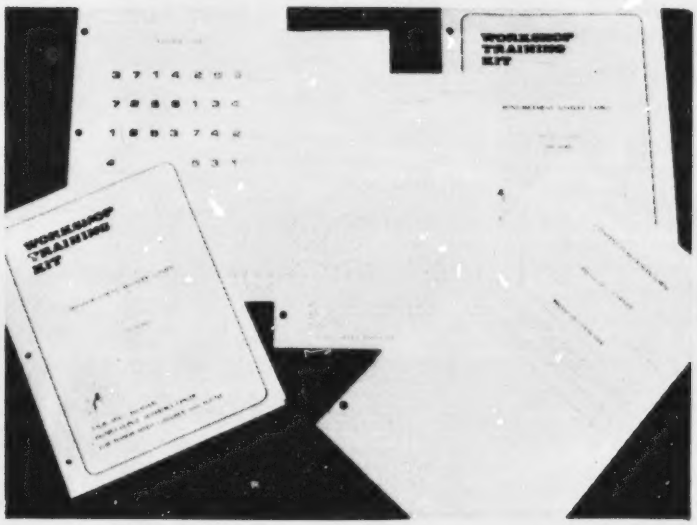
A self-paced activity whereby the participants, working in pairs, complete a series of short worksheets. Through the activity the participants will be forced to examine the behavior of a child and then eventually select out those behaviors that are countable and specific. Finally, they will create a chart for examining the behavior over a period of time. The activity concludes with a discussion of how to select and chart specific behaviors of children.

The kit includes a Leader's Guide and 13 duplicator pages consisting of worksheets, a case history, a content evaluation form, a duplicate content evaluation form with appropriate answers, a workshop evaluation form, and three information supplements entitled: "A Multi-Disciplinary Approach to the Multiply Handicapped," "A Total Approach to the Evaluation of the Trainable Mentally Retarded," and "Characteristics of Autistic Children."

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201.

REINFORCEMENT MYSTERY GAMES (1973)

PRODUCT COORDINATOR: TED WARD



The Reinforcement Mystery Games consist of three separate phases which provide the participants an opportunity to practice and analyze the use of reinforcers in learning. The first phase demonstrates selective reinforcement whereby the learner is only reinforced when the correct answer is given. The second phase demonstrates selective reinforcement when the appropriate reinforcer is not known. The third phase uses non-selective reinforcement (all responses are given a token). The focus is on discovering what the "learner" perceives as a reinforcer. It is up to the "teacher" to discover the unknown reinforcer--what the "learner" wants as reinforcement.

The kit includes a Leader's Guide, one transparency page, and 11 duplicator pages consisting of tokens, instructions, scoring sheet, a content evaluation form, a duplicate content evaluation form with appropriate answers, a workshop evaluation form, and two information supplements entitled: "Operant Conditioning of Deaf-Blind Children," and "The Prognosis of Autistic Children."

CHARTING BEHAVIOR (1973)

PRODUCT COORDINATOR: NANCY CARLSON

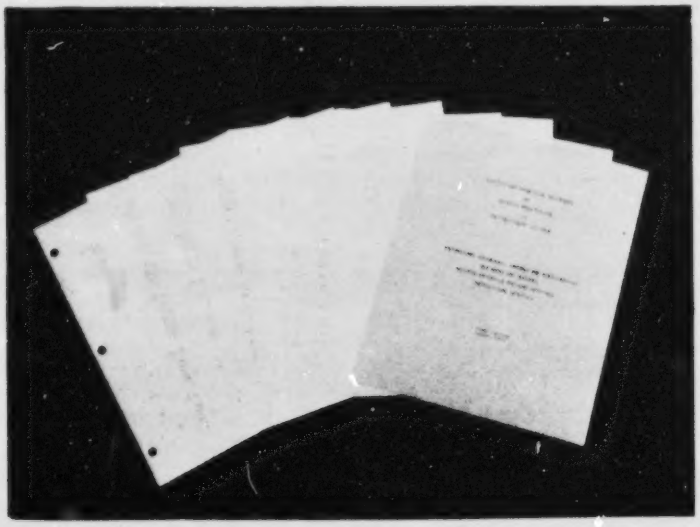
Charting Behavior is designed so that workshop participants in dyads can evaluate two case studies of low functioning learners. Each case study contains a number of charts in differing formats which contain behavioral data on that child. Each dyad is asked to complete a worksheet and to discuss their responses in the large group. Participants are asked to utilize skills of analysis and decision making and to construct some charts based on the data given.

The kit includes a Leader's Guide and 28 duplicator pages which consist of an introductory page for the participants, two case studies and behavioral data on each, worksheets, a content evaluation form, a duplicate content evaluation form with appropriate answers, a workshop evaluation form, and three information supplements entitled: "A Piagetian Approach to the Development of the Trainable Mentally Retarded Child," "Developing Verbal Responses in Autistic Children," and "Charting the Behavior of Young Deaf-Blind Children."

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201. For a copy of this kit, see Appendix C, pp. 1256-1288.

SELECTED BIBLIOGRAPHICAL REFERENCES ON BEHAVIOR MODIFICATION WITH LOW FUNCTIONING CHILDREN (1973)

PRODUCT COORDINATOR: NANCY CARLSON

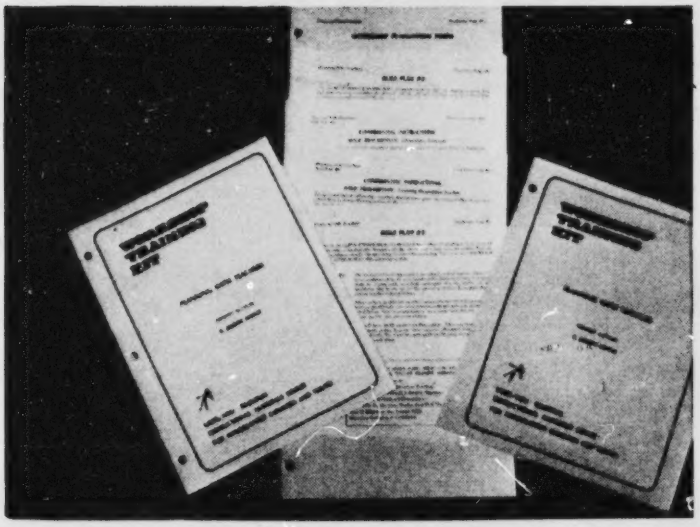


A 14 page guide to materials having to do with low functioning children. The entries include professional references (texts--books), journals and bibliographies, idea books for teachers, mediated in-service training materials, and instructional materials.

For a copy, see Appendix C, pp. 1289-1303.

PLANNING WITH TEACHERS (1973)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



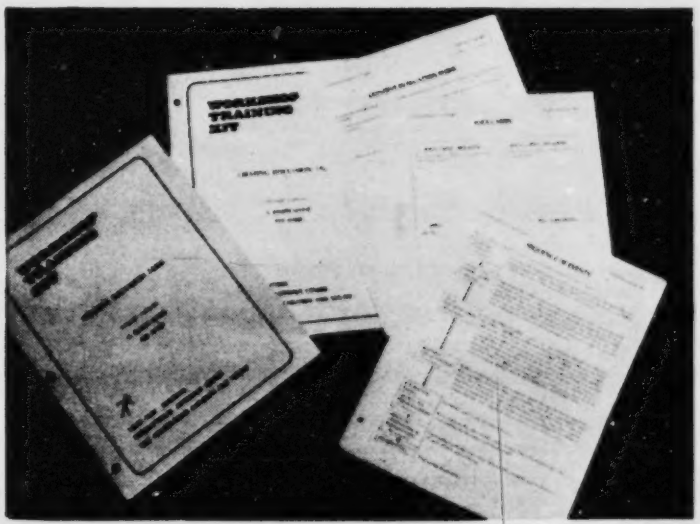
Planning With Teachers utilizes a series of three simulated planning meetings to demonstrate the relative value of three different strategies that can be used for such meetings--a program census approach, a structured interaction approach, an available resources approach. Each member of the group is provided with Confidential Instructions defining the role he is to play. One person receives the role of In-Service Coordinator and becomes responsible for running the meeting according to the instructions he has received regarding a specific approach. At the conclusion of each role play, new roles are distributed to the members of the group. After the three role plays have been completed, all of the participants come together for a large group discussion of the three different approaches.

The kit includes a Leader's Guide, one transparency page, and 11 duplicator pages consisting of three role play instructions and three sets of role descriptions, a content evaluation form, a duplicate content evaluation form with appropriate answers, and a workshop evaluation form.

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201.

CREATING DISCUSSION TAPES (1973)

PRODUCT COORDINATORS: S. JOSEPH LEVINE, TED WARD



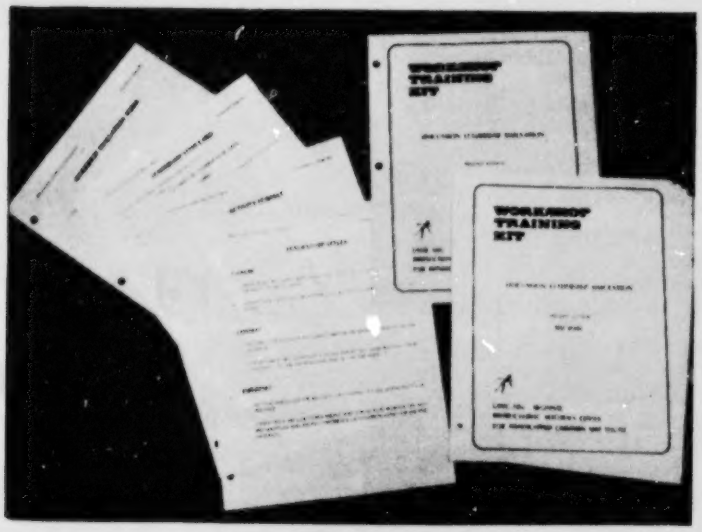
This activity focuses on the design of interactive tape recordings that can be used to communicate information to teachers about instructional materials. Operating in dyads (pairs), the participants will become familiar with some instructional materials, assess another dyad's interest in each of these materials, select one of the materials for the recording, plan the presentation, record the presentation, exchange tapes with the other dyad, listen to the tape, and discuss the strengths and weaknesses of the recording.

The kit includes a Leader's Guide and 6 duplicator pages which consist of a description of the activity for participants, sequence of events, hints for designing tapes to communicate, idea cards, a content evaluation form, a duplicate content evaluation form with appropriate answers, and a workshop evaluation form.

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201.

DISCUSSION LEADERSHIP SIMULATION (1973)

PRODUCT COORDINATOR: TED W. WARD



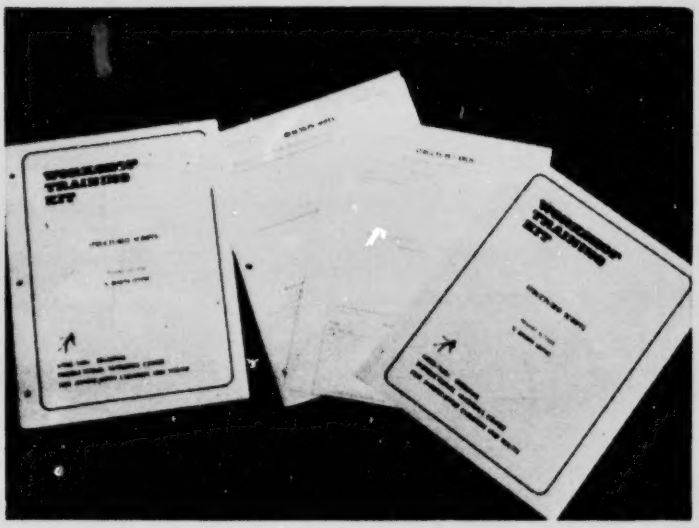
Participants are organized into groups of four to six for this activity. During the activity, each member of the group will have a chance to conduct a small group discussion that utilizes one of three different discussion leadership styles: closure, content, experience. Group discussions will be going on simultaneously. Following these discussions, the small groups will reconvene as a large group for a discussion of the experience and a review of the three discussion leadership styles.

The kit includes a Leader's Guide, two transparency pages, and five duplicator pages consisting of leadership style cards, a content evaluation form, a duplicate content evaluation form with appropriate answers, and a workshop evaluation form.

An evaluation of this activity is included as a part of Appendix C, pp. 1209-1215.

STRUCTURED SCRIPTS (1973)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

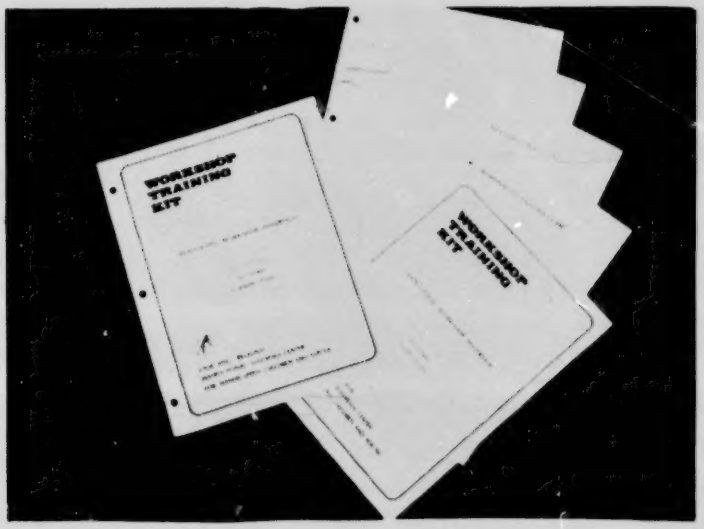


In-service educators have as one of their tasks that of informing teachers of the availability of instructional materials that may be of value to them. This activity provides an experience in the design of an informative tape recording that informs teachers of an instructional material. Groups of two to four people are each given an instructional material, information about that material, a script structure form, and tape recorder. Each group examines their instructional material and develops the actual tape recording by selecting and completing parts of the script structure form.

The kit includes a Leader's Guide and nine duplicator pages consisting of the sequence of tasks, structure cards, a reaction sheet, a content evaluation form, a duplicate content evaluation form with appropriate answers, and a workshop evaluation form.

EVALUATING WORKSHOP MATERIALS (1973)

PRODUCT COORDINATORS: TED WARD, S. JOSEPH LEVINE



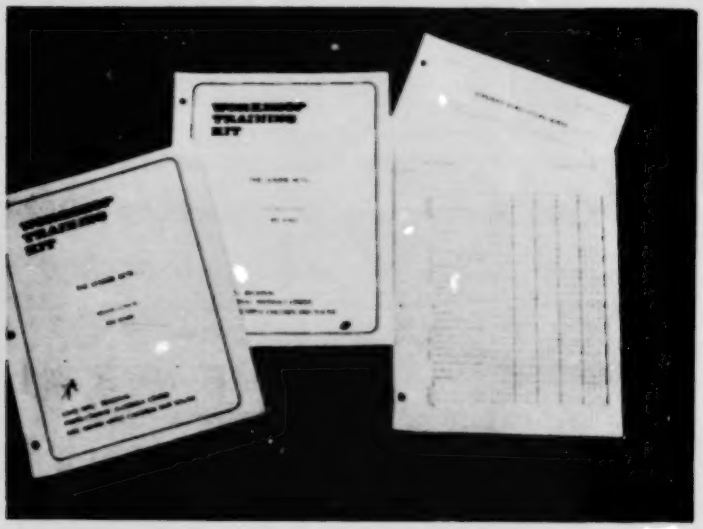
During this activity the participants will have an opportunity to examine and evaluate an available material designed for use at a teacher workshop. The structure for the activity is provided by a preprinted overhead transparency which provides four topical areas that should be found in a workshop activity. The participants will examine a material and then enter their responses directly on the transparency. The discussion at the conclusion of the activity will use the participant-created transparencies to examine the perceptions of the different groups of participants.

The kit includes a Leader's Guide, one transparency page, and three duplicator pages which consist of an analysis guide for participants, a content evaluation form, a duplicate content evaluation form, and a workshop evaluation form.

An evaluation of this activity is included as a part of Appendix C, pp. 1187-1215.

THE LEADER ACTS... (1973)

PRODUCT COORDINATOR: TED W. WARD



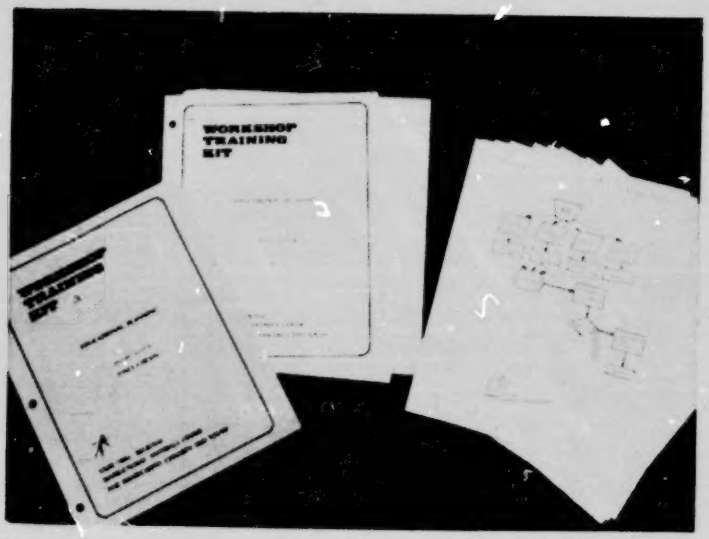
This activity calls for the participants to make a record of the leadership behaviors displayed on a videotape recording. Each pair of participants is provided with a chart that has been printed on clear acetate and a transparency marking pen. A short videotape segment is presented and all of the pairs record on their transparency the sequence of behaviors demonstrated. Following the videotape presentation, participants discuss the demonstrated behaviors while projecting their transparencies. The discussion is followed by further "rounds" of record/discuss.

The kit includes a Leader's Guide, the transparency page for charting leader behaviors, a content evaluation form, a duplicate content evaluation form with appropriate answers, and a workshop evaluation form.

An evaluation of this activity is included as a part of Appendix C, pp. 1202-1215.

EDUCATIONAL PLANNING (1973)

PRODUCT COORDINATOR: NANCY CARLSON



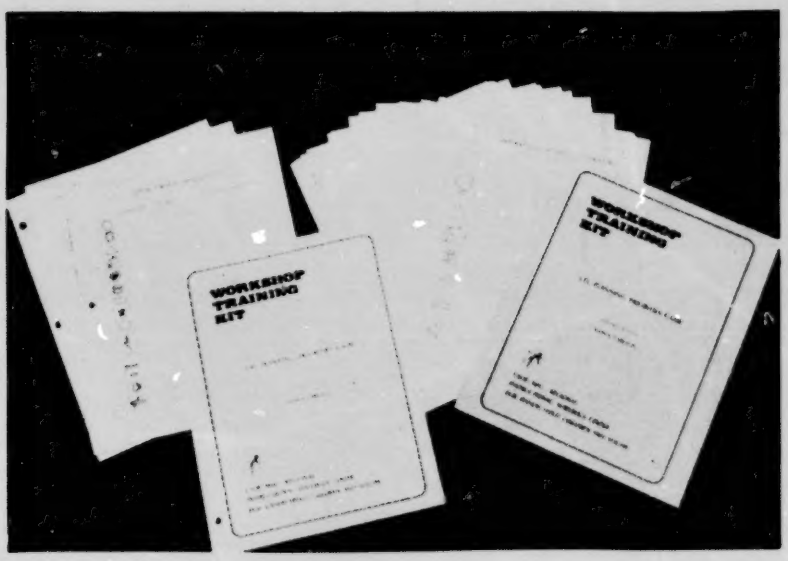
This is a three part workshop activity that is designed to focus on three types of decisions involved in educational planning. The three types are decisions that relate to educational responsibility, educational placement, and educational programming. The activity asks the workshop participants to assume the roles of some of the key planners who may provide input for decisions involving children with learning and/or behavioral problems. This in-depth case study used over time can be used to facilitate understanding of the planning process and to develop skills in decision making and understanding of other viewpoints.

The kit includes a Leader's Guide, four transparency pages, and 35 duplicator pages consisting of an instruction sheet, information source reports on the case study, individual worksheet, group worksheet, and feedback sheet for each of the three decisions, a content evaluation form, a duplicate content evaluation form with appropriate answers, and a workshop evaluation form.

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201.

L.D. PLANNING PRIORITIES GAMES (1973)

PRODUCT COORDINATOR: NANCY CARLSON



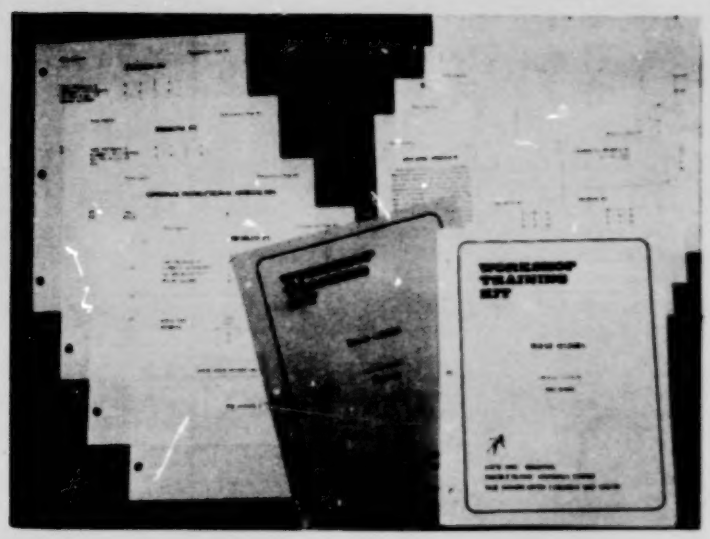
The L.D. Planning Priorities Games are designed so that workshop participants can experience the diagnostic/prescriptive process in a planned way. The use of case studies helps to focus the workshop participants on singular and specific issues rather than generic problems. The use of group processing is similar to the "diagnostic team" model which is often used when planning a program for a child with learning problems. One of the case studies focuses on a child who has a primary auditory problem, and the other a primary visual problem.

The kit includes a Leader's Guide, two transparency pages, and 27 duplicator pages consisting of an instruction sheet, two case studies, remedial strategies sheets, worksheets, notes on each case study, a content evaluation form, a duplicate content evaluation form with appropriate answers, a workshop evaluation form, chips, a glossary of terms, a list of commercial producers mentioned in the kit, and an article on Learning Disabilities from the Instructor magazine.

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201.

POLAR ALGEBRA (1973)

PRODUCT COORDINATOR: TED W. WARD



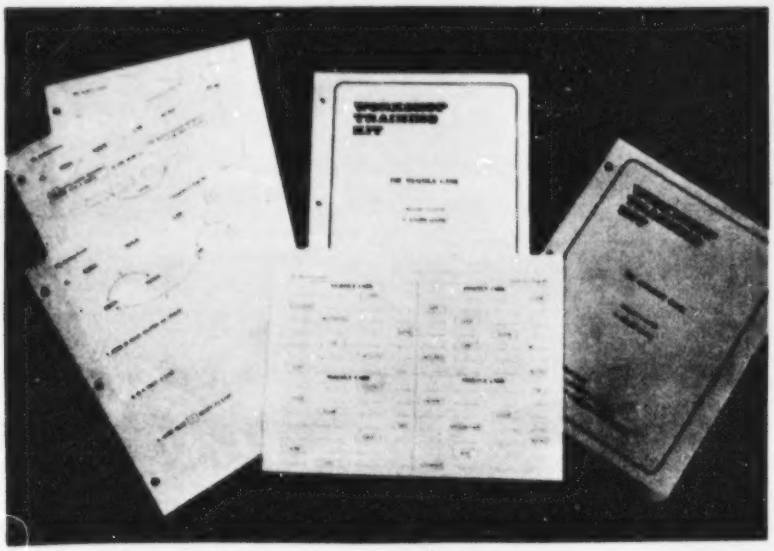
Polar Algebra is a workshop activity that is designed to demonstrate what it feels like to have a learning problem and demonstrate alternative instructional approaches that can be used with someone that has a learning problem. Participants are shown a mathematical problem and asked to solve it using the "rules of Polar Algebra." Almost all of the participants will have difficulty solving the problem. Each participant then is asked to select one of four instructional approaches to assist in remediating the problem. Following the remediation they are presented with another problem. Tnere will still be some participants who will have difficulty with this new problem. Once again, remediation is provided. Finally, a last problem is provided and almost everyone will get it correct. The activity concludes with a discussion period.

The kit includes a Leader's Guide, four transparency pages, and nine duplicator pages consisting of descriptions of instructional approaches, a content evaluation form, a duplicate content evaluation form with appropriate answers, and a workshop evaluation form.

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201.

THE ANALOGY GAME (1973)

PRODUCT COORDINATOR: S. JOSEPH LEVINE

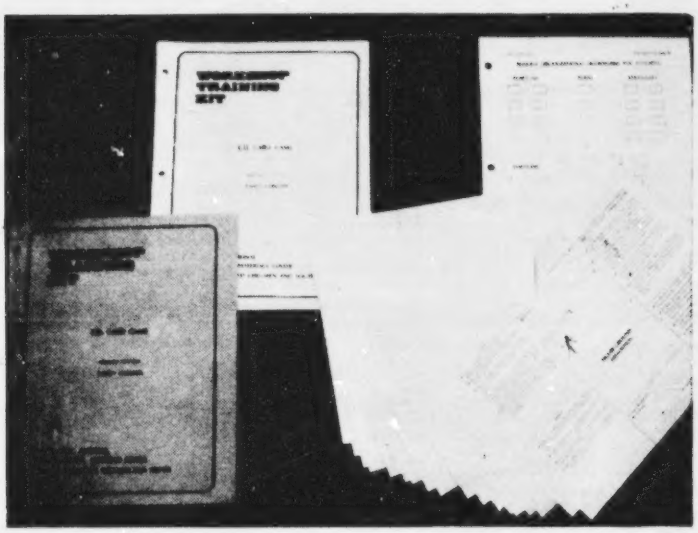


Analogies are a vital link in expressing relationships. Children and adults--especially teachers--who have this skill, will be able to function better in our complex society. This slightly competitive team "game" asks workshop participants to design and use analogies in a timed series of activities. After a brief introduction to the basic concept of the use of analogies to express relationships, participants are given selected words and asked to design analogies. A scoring period and discussion period follow.

The kit includes a Leader's Guide, five transparency pages, and seven duplicator pages which consist of an instruction sheet for participants, analogy cards, a content evaluation form, a duplicate content evaluation form with appropriate answers, a workshop evaluation form, and an information supplement on the use of analogies with learning disabled children.

L.D. CARD GAME (1973)

PRODUCT COORDINATOR: NANCY CARLSON



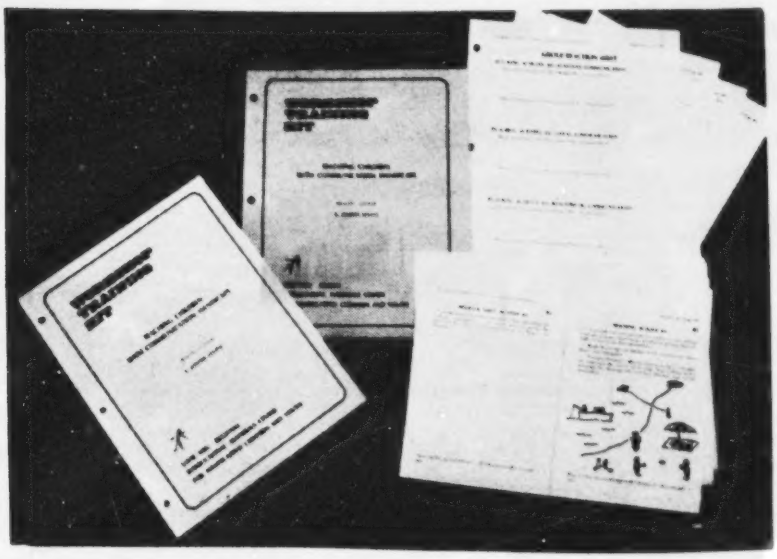
This workshop activity is designed to facilitate understanding of the symptoms, remedial strategies, and terms that are used in dealing with children who have learning problems. The activity is built around a matching game whereby the teachers, operating in groups, are asked to sort out terms, symptoms and strategies into appropriate combinations. There are a total of 22 terms introduced in stages during the activity, with each group working at their own pace. Following the small group matching experience is a large group discussion which allows the participants to discuss concerns, questions, etc. given a similar base of information.

The kit includes a Leader's Guide, two transparency pages, and 21 duplicator pages consisting of diagnostic terms, symptoms and remedial strategies, a content evaluation form, a duplicate content evaluation form with appropriate answers, a workshop evaluation form, and an information supplement entitled "Who Is This Child?"

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201.

TEACHING CHILDREN WITH COMMUNICATION HANDICAPS (1973)

PRODUCT COORDINATOR: S. JOSEPH LEVINE



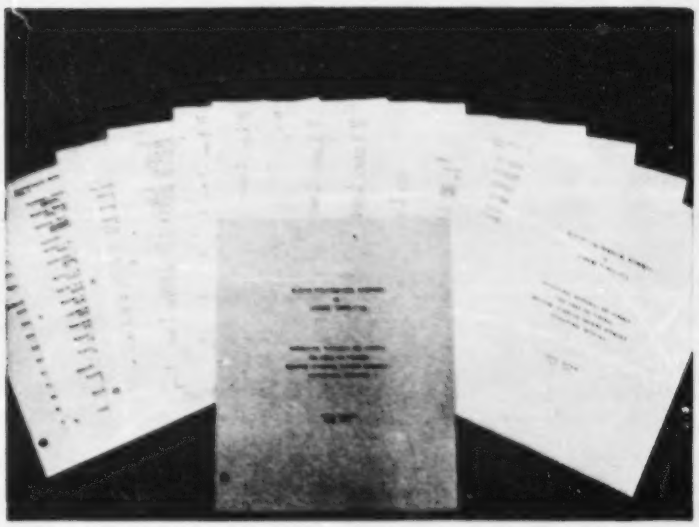
This activity calls for participants to work in pairs. One member of the pair receives an "A" booklet and the other member a "B" booklet. The activity is paced entirely by the instructions in the booklets. A total of six teaching/learning simulations will be encountered by the pair. Each person will have an opportunity to play the "teacher" in three of the simulations and the "learner" in three. Each of the simulations demonstrates a teaching situation whereby the learner is able to receive communication through only a single sensory channel--auditory, visual, kinesthetic. Following each of the simulations, the "teacher" and "learner" discuss the activity and the instructional procedures that helped and/or hindered the communication.

The kit includes a Leader's Guide and nine duplicator pages which consist of the A and B booklets for the participants, a group reaction sheet, a content evaluation form, a duplicate content evaluation form with appropriate answers, and a workshop evaluation form.

An evaluation of this activity is included as a part of Appendix C, pp. 1189-1201.

SELECTED BIBLIOGRAPHICAL REFERENCES ON LEARNING DISABILITIES (1973)

PRODUCT COORDINATOR: NANCY CARLSON



A 24 page guide to materials related to the learning disabled child. The entries include professional references (texts--books), journals, idea books for teachers, mediated in-service training materials, and instructional materials.